

# BOARD MEETING

Tuesday, November 12, 2024 | 6:30 pm

North Bay Boardroom

NNDSB Head Office  
963 Airport Rd., North Bay, ON.

## AGENDA

### 1.0 Call to Order

#### 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 November 12, 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 November 12, 2024 be approved.

### 5.0 Approval of Previous Minutes ✓

Motion: That the minutes of the regular Board meeting of October 8, 2024, be approved.

### 6.0 Communication to the Board

#### 6.1 Information Items

- 6.1.1 Monthly Tender Report (nil report)
- 6.1.2 Monthly Meeting Calendar ✓
- 6.1.3 AG School Opening Closures and Consolidations ✓
- 6.1.4 Draft Director's Annual Report ✓
- 6.1.5 Math Achievement Plan Initial Report ✓

- 6.1.6 Chippewa Rebranding Update ✓
- 6.1.7 Bullying Awareness Report ✓
- 6.1.8 2023-24 Summer Learning Report ✓

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

6.3 Chair's Remarks- Chair St. Pierre to lead this item.

6.4 OPSBA Report- Northern Caucus report – Bill Steer ✓

6.5 Student Trustees' Update

6.5.1 Indigenous Youth Circle Update

6.5.2 Student Trustee Report

6.6 Community Involvement

6.6.1 Scheduled Delegations

6.6.2 Question Period

## 7.0 Items for Decision

7.1 Report from Committee of the Whole Public Session

7.2 OPSBA Public Education Symposium January 2025

Motion: That the Board approve the attendance of the following trustees to the Public Education Symposium January 24 and 25, 2025 in Toronto: \_\_\_\_\_.

7.3 SEAC Membership ✓

Motion: That the Board appoint Tammy Adjoudj and alternate Sean Byers to the Near North District School Board Special Education Advisory committee for the 2024/2025 school year.

7.4 Confirmation of Signing Officers

Whereas NNDSB Bylaw 101 confirms the Chair shall be a signing officer of the Board;

And whereas, the Board has conducted the organizational meeting for 2024;

Be it resolved that, \_\_\_\_\_, Board Chair shall be approved as a signing officer of behalf of Near North District School Board for a term effective immediately and ending at the close of the next Annual Organizational meeting for the Board of Trustees of Near North District School Board.

7.5 NNDSB Charity Works- Membership for Approval

Motion: Whereas the NNDSB Charity Works constitution delineates the organizational structure based on the Board of Trustees Organizational meeting;

And whereas, the Board has conducted the organizational meeting for 2024;

Be it resolved that the directors of NNDSB Charity Works shall be:

- \_\_\_\_\_, Chair of the Board of Trustees
- Craig Myles Director of Education
- Seija Van Haesendonck Superintendent of Business

With a term effective immediately and ending at the close of the next Annual Organizational meeting for the Board of Trustees of Near North District School Board.

**8.0 Committee Reports**

8.1 Finance Committee Report ✓  
Quarterly Report

8.2 Committee Meeting Minutes Presented for Information  
SEAC – September 19, 2024 (official) ✓  
MYSP – October 30, 2024 (unofficial) ✓  
Finance – September 17, 2024 (unofficial) ✓

**9.0 Next meeting Date:** December 10, 2024

**10.0 Adjournment**

Motion: That on November 12, 2024 we do now adjourn at \_\_\_\_\_ pm.



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

Ashley St. Pierre, Chair

Craig Myles, Director of Education

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The October 8, 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:**

Ashley St. Pierre ®  
Bill Steer  
Caren Gagne  
Chantal Phillips ®  
Howard Wesley  
Jeanie Fuscaldo ®  
Louise Sargent  
Shane Hall  
Nanak Sidhu, Student Trustee  
Riley Trudeau, Student Trustee

**Administrative Staff Present:**

Craig Myles, Director of Education  
Mel Gray, Superintendent ®  
Timothy Graves, Superintendent ®  
Seija Van Haesendonck, Superintendent of Business  
Glenn Morrison, Manager ®  
Maureen Egan, Executive Assistant  
Brett Hanson, Communications  
Liana Blaskievich, Officer Corporate Affairs

**Regrets:** Gay Smylie, Superintendent

**Trustees Absent:** J. Bertram

**Other:**

Staff, media, P. Robinson

® attended remotely via Zoom video or audio conference

**1.0 Call to Order**

Vice Chair Wesley called the meeting to order at 6:36 pm. Members of the public were welcomed in person and virtually.

**1.1 Land Acknowledgement**

Vice Chair Wesley read the Land Acknowledgement.

**2.0 Requests for Leaves of Absence**

Motion: 24-10-01 S.Hall/L.Sargent

That in accordance with BL-102, be it resolved that Trustee Bertram be granted a leave of absence from the October 8, 2024 board meeting as confirmation of regrets was provided in advance of the meeting. - CARRIED

**3.0 Attendance**

**3.1 Confirmation of Quorum**

Attendance indicated that 8 trustees were present for the meeting, including two student

trustees.

3.2 Declaration of Conflict of Interest n/a

**4.0 Approval of the Agenda**

Motion: 24-10-02, L.Sargent/C.Gagne

That the agenda for the Board meeting of October 8, 2024 be approved. – CARRIED

.1.2

Motion: 24-10-03, B.Steer/C.Gagne

That the minutes of the September 10, 2024 regular board meeting be approved. – CARRIED.

**6.0 Communication to the Board**

**6.1 Information Items**

6.1.1 Monthly Tender Report - nil report

6.1.2 Professional Development Opportunities Calendar

6.1.3 Monthly Meeting Calendar

6.1.4 Community Partnership and Planning: Available Space Process

6.1.5 Elementary Class Size Compliance Report

6.1.6 Enrolment Report

Trustee Sargent asked about variations in enrolment. Director Myles responded that enrolment varies and is getting difficult to predict with immigrant and other factors. SBO Van Haesendonck commented on feedback from principals which included late registrations, families not returning from out of country and out of district movement. Trustee Steer commented that it would be interesting to see via the municipality the number of retirees versus new families.

**6.2 Director's Update**

Director Myles reviewed his monthly update highlighting how alive and busy schools are. He emphasized the value of community partnerships with various examples. October is Cyber Awareness month and our staff will be sharing tips to stay safe and protected.

**6.3 Chair's Remarks**

Chair St. Pierre thanked Vice-Chair Wesley for chairing tonight's meeting as she is unwell. She noted that October is our last meeting before re-organization and expressed how much she has enjoyed being chair and looks forward to what next year brings.

**6.4 OPSBA Report**

Trustee Steer attended the meeting on September 27 and 28 noting his report was emailed to trustees. OPSBA staff working diligently on various items. Local governance week is October 21-25 – civics is in grade 10 curriculum. Encouraged trustees to take pictures if you visit that week. Reminder of the regional conference at the end of October.

**6.5 Student Trustees' Updates**

Riley Trudeau read her report emphasizing Truth Reconciliation events, assemblies and team workshops. IYC will be busy with many plans and activities.

**Minutes of the Public Session Board Meeting of the Near North District School Board held October 8, 2024**

Nanak Sidhu reported on how students across NNDSB have enjoyed a positive and productive start to the new year and are engaged in range of community building activities. He reported on what he hopes to be a year of growth and achievement with many activities including cancer fundraisers and food drives. He also noted that the new cell phone policy has been smoothly implemented.

6.6 Community Involvement and Question Period n/a

**7.0 Items for Decision**

7.1 Report from Committee of the Whole Public Session

Bylaw Governance Review

Trustees reached consensus to have the bylaw and governance manual review work by Wayne Joudrie referred to the Bylaw Committee before coming to Board for final approval.

Motion: 24-10-04 C. Gagne/S.Hall

That the Board approve Trustee Fuscaldo to draft a letter to the Ministry of Education asking to keep McDougall School open and allow NNDSB to reconfigure the new school build in Parry Sound. – CARRIED

7.2 Ontario Student Trustees Association Fall General Meeting

Motion: 24-10-05 L.Sargent/B.Steer

That the Board approves the attendance of Student Trustee Trudeau and Student Trustee Sidhu to attend the Fall 2024 OSTA conference in Toronto November 7-10, 2024. - CARRIED

7.3 Levying Education Taxes Bylaw 2025

Motion: 24-10-06 S.Hall/C.Gagne

Whereas subsection 257.7(1) of the *Education Act* requires the Board to levy the tax rates prescribed under section 257.12 of the Act; And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12 of the Act; Be it resolved that the NNDSB Board of Trustees enacts that the rates set out in Ontario Regulation 400/98 for 2025 are levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the Act. - CARRIED

7.4 Trustee Honorarium

Motion: 24-10-07 L.Sargent/B.Steer

That the Near North District School Board approves the trustee honoraria for 2024-2025 as presented, effective November 15, 2024. - CARRIED

**Minutes of the Public Session Board Meeting of the Near North District School Board held October 8, 2024**

**8.0 Committees**

**8.1 Audit Committee Report**

Motion: 24-10-08, S.Hall/J.Fuscaldo

That the Board of Trustees approves the Multi-Year Internal Audit Plan as presented, as recommended by the Audit Committee.- CARRIED

Finance Committee Report - Quarterly Report moved to November

**8.2 Committee Meeting Minutes Presented for Information**

Audit Committee – September 30, 2024 (unofficial)

**9.0 Next meeting Date: November 12, 2024**

**10.0 Adjournment**

Motion: 24-10-09 S.Hall/C.Gagne

That on October 8, 2024 we do now adjourn at 7:05 pm. – CARRIED

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**Howard Wesley**  
Vice Chair

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**Craig Myles**  
Director

**RESOLUTION SUMMARY**

<b>24-10-01</b> S.Hall L.Sargent	That in accordance with BL-102, be it resolved that Trustee Bertram be granted a leave of absence from the October 8, 2024 board meeting as confirmation of regrets was provided in advance of the meeting. - CARRIED
<b>24-10-02</b> L.Sargent C.Gagne	That the agenda for the Board meeting of October 8, 2024 be approved. – CARRIED
<b>24-10-03</b> B.Steer C.Gagne	That the minutes of the September 10, 2024 regular board meeting be approved. – CARRIED.
<b>24-10-04</b> C.Gagne	That the Board approve Trustee Fuscaldo to draft a letter to the Ministry of Education asking to keep McDougall School

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S.Hall	open and allow NNDSB to reconfigure the new school build in Parry Sound. – CARRIED
<b>24-09-05</b> L.Sargent B.Steer	That the Board approves the attendance of Student Trustee Trudeau and Student Trustee Sidhu to attend the Fall 2024 OSTA conference in Toronto November 7-10, 2024. - CARRIED
<b>24-09-06</b> S.Hall C.Gagne	Whereas subsection 257.7(1) of the <i>Education Act</i> requires the Board to levy the tax rates prescribed under section 257.12 of the Act; And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12 of the Act; Be it resolved that the NNDSB Board of Trustees enacts that the rates set out in Ontario Regulation 400/98 for 2025 are levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the Act. - CARRIED
<b>24-09-07</b> L.Sargent B.Steer	That the Near North District School Board approves the trustee honoraria for 2024-2025 as presented, effective November 15, 2024. - CARRIED
<b>24-09-08</b> J.Fuscaldo S.Hall	That the Board of Trustees approves the Multi-Year Internal Audit Plan as presented, as recommended by the Audit Committee.- CARRIED
<b>24-10-09</b> S.Hall C.Gagne	That on October 8, 2024 we do now adjourn at 7:05 pm. – CARRIED

# BOARD REPORT

<b>Title:</b>	<b>Board of Trustees Committee Meeting Calendar November December 2024</b>
<b>Board Committees</b>	<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"> <li>• Statutory Committees- which are established under Provincial Regulations and have mandates, composition, and terms of reference as required by the Regulations;</li> <li>• Ad Hoc Committees- which are formed to assist the Board by doing “pre-Board work” to address a specific topic or project.</li> </ul> <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>
<b>Currently Scheduled Meetings</b>	<p><u>MYSP</u> (contact Maureen Egan) November (Parent meeting TBC)</p> <p><u>Equity Advisory Circle (EAC)</u> (contact Heidi McMillian) November 20</p> <p><u>Director’s Performance Appraisal</u> (contact Maureen Egan) November TBC</p> <p><u>SEAC</u> (contact Krista Holmes) November 21 Dec 19</p>
<b>Participation Support</b>	Trustees and members of the public are encouraged to view the website for the most current committee meeting information.

Title:	Revised Administrative Guideline: School Openings, Closures and Consolidations
Contact:	Superintendent Gay Smylie
Date Submitted:	November 12, 2024
Background:	<p>The draft changes to the School Openings, Closures and Consolidations Administrative Guideline underwent 30 days of public consultation last year. This period began on June 9, 2023, excluding summer breaks and board holidays, the consultation actually went much longer than 30 days ending on September 13, 2023.</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.</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 Administrative Guideline.</p> <p>Changes also 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 and for any unforeseen absences/leaves during the course of the committee’s work.</p> <p>Additional feedback suggested that students and staff of a school be involved in the naming process. 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>
Summary of Changes:	<p>With reference to Section 2.12 which stated, “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.” Following the February and March 2024 board and CW meetings, a change was requested by Trustees. As such, section 2.12 now reads: “The Board does not have to select the top choice of the committee; the Board may select one (1) of the three options put forward.”</p>
Recommendation:	<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  
November 12, 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 The Board does not have to select the top choice of the committee; the Board may select one (1) of the three options put forward.
- 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

- 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	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"> <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>

Title:	Director’s Draft Annual Report to the Ministry of Education
Contact:	Director Myles
Date Submitted:	November 12, 2024
Background:	<p>As required by the Ministry of Education, all Ontario Directors of Education provide a report annually to the board, “at the first meeting on or after the anniversary of the date the term of office of the board began”. This report is then submitted to the Minister of Education, following which it is posted on the NNDSB website.</p>
Information:	<p>The Director's Annual Report 2023-24 focuses on some of the many highlights and achievements of the past year as guided by the Director of Education and the near North District School Board Multi-Year Strategic Plan.</p> <p>The report is also a recognition of the invaluable input, resilience, and commitment of students, staff, trustees, stakeholders and rightsholders as we strive for excellence in Teaching and Learning, Relationships, Innovation and communication. The Director’s Annual Report demonstrates clear alignment to provincial priorities for student achievement: Achievement of Learning Outcomes in Core Academic Skills, Preparation of Students for Future Success and Student Engagement and Well-Being.</p> <p><a href="#">2023-24 Director’s Annual Report</a></p>

# BOARD REPORT

<b>Title:</b>	NNDSB Math Achievement Action Plan 2024-25
<b>Contact:</b>	Assistant Superintendent/Math Lead: Kim Pauli
<b>Date Submitted:</b>	November 12, 2024
<b>Mandate:</b>	<b>Excellence in Teaching and Learning:</b> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
<b>Background</b>	<p>Beginning in September 2023, all publicly funded school boards were required to adopt provincial student achievement priorities and metrics to help students improve EQAO scores in reading, writing and math.</p> <p>To further support students facing challenges with Math, Ontario launched the Math Action Achievement Plan, a strategy to boost math competence in the classroom and improve board accountability. This includes:</p> <ul style="list-style-type: none"> <li>• One lead per school board will be funded with the focus of helping improve math outcomes for students. These leads will be responsible for curriculum implementation and standardized training and will lead board-wide actions to meet targets.</li> <li>• Across the province, more than 300 math coaches will provide direct support in classrooms.</li> <li>• New Math Action Teams will work directly with school boards to identify and recommend targeted strategies to improve student achievement.</li> </ul> <p>The Ministry has provided a number of board, school, and classroom priorities which are based on three interwoven math actions that have been developed with researchers, math specialists, and school boards. These key priority actions are:</p> <ul style="list-style-type: none"> <li>• Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement</li> <li>• Engaging in ongoing learning to strengthen mathematics content knowledge for teaching</li> <li>• Knowing the Mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive.</li> </ul> <p>Board Math Leads were required to determine specific board and school priorities and then develop, implement, and monitor a Math Achievement Action Plan that includes meaningful key performance indicators (KPIs) aligned with the three priority actions above. School boards are required to complete and submit their Math Achievement Action Plan to the Ministry three times a year:</p>

- November 15, 2024: Initial Strategies and KPI report
- March 28, 2025: Progress report incorporating data from Term 1 and Semester 1
- July 18, 2025: Final Report incorporating data from Term 2 and Semester 2

School boards are requested to share the plan for endorsement by the Director and trustees of the board prior to submitting it to the Ministry.

This Board Report serves as a summary of the NNDSB Math Achievement Action Plan (Progress Report) for review and endorsement. Attached is a chart that references the three priority actions in the top row, along with the specific areas of need that have been identified across our district. In each column below, specific actions have been selected from those provided by the Ministry that will best support these needs at the Board, School, and Classroom levels. Below each action, key performance indicators (KPIs) are listed that will be the data to support and monitor our Math Achievement Action Plan work for the next two reporting dates.

For the 2024-25 school year, a variety of high-quality resources and tools have been provided to educators to assist with their planning, assessment, and interventions. The new NNDSB Mathematics long-range planning templates, along with supporting resources have been shared with educators to support curriculum implementation in in Grades 1 to 8. Board-created assessments will be administered each cycle in our priority schools, with a new focus on targeted responses based on emerging student needs. Math Facilitators will support educators to collect, analyze, and act on this real-time data. Board-wide, these assessments will inform focus areas for educator professional learning.

Workshops, classroom visits, staff meetings, and webinars will provide additional opportunities to meet with educators and engage in ongoing professional learning with a focus on the use of our key High-Impact Instructional Practices (Math Conversations, Small Group Instruction, and Tools and Representations).

A Grade 3 Numeracy Intervention program has been introduced across the district. Differentiated Learning Resource Teachers (DLRTs) have been provided professional learning and resources to support their work with small groups of students that would benefit from small group, gap-closing support in Math. Monitoring and supports are provided at the district level through the Special Education Math Lead Teacher.

The Math Team will continue to support the implementation and optimization of digital tools such as Knowledgehook, MathUp, and Dreambox Learning with a focus on the effective use of teacher dashboards to understand student learning levels and provide targeted supports.

	<p>This plan will be updated again in March, with a submission to the Ministry with data from Term 1/Semester 1. At that time, the updated report will once again be shared with the Board of Trustees and the Director for approval and endorsement.</p>
<p><b>Recommendation</b></p>	<p>That the Near North District School Board approve and endorse the Math Achievement Action Plan submission to the Ministry of Education (Initial Report dated November 15, 2024)</p>

## NNSDB Math Achievement Action Plan: Summary of the Initial Report to the Ministry of Education (November 2024)

	Priority Action 1: Ensuring fidelity of curriculum implementation	Priority Action 2: Engaging in ongoing learning on math content knowledge for teaching	Priority Action 3: Know the math learner and ensuring math task, interventions and supports are relevant and responsive
<b>Board Strategy of Focus for each Math Achievement Action Plan (MAAP) Priority</b>	Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans	Utilize student achievement data and student work to establish focus areas for mathematics professional learning.	Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students.
<b>Key Performance Indicator for Measurable Results</b>	% of educators who have an increased understanding of the math curriculum and continuum of learning in their grade(s)	% of educators using achievement data to identify and prioritize student learning needs.	% of educators using student work for digital math tools to understand student learning levels and provide targeted support for students.
<b>School Strategy for each Math Achievement Action Plan (MAAP) Priority</b>	Engage in ongoing professional learning (e.g., in grade/division/department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands	Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions	Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)
<b>Key Performance Indicator for Measurable Results</b>	# of educators who engaged in learning opportunities that focused on math curriculum and were designed to address identified learning needs.	% of educators with increased confidence in identifying instructional starting points and selecting intervention strategies/next steps.	% of students that report increased confidence in their understanding of grade level number concepts as evidenced through student surveys and interviews.
<b>Classroom Strategies for each Math Achievement Action Plan (MAAP) Priority</b>	Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)	Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching	Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)

<b>Key Performance Indicator for Measurable Results</b>	Number of staff who engaged in learning opportunities that focused on high-impact instructional practices and their alignment within the curriculum	% of educators using board-developed resources or Ministry supports to support Math planning and content knowledge.	% of educators with increased confidence in using varied assessment opportunities (eg interviews, conversations, exit tickets, surveys)
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<b>Title:</b>	Chippewa Rebranding Committee Final Report
<b>Contact:</b>	Superintendent Gay Smylie (K. Tucker-Petrick)
<b>Date Submitted:</b>	November 12, 2024
<b>Mandate:</b>	<p>To engage in the work of rebranding Chippewa Secondary School. The responsibilities of this rebranding including determining the following in the order they are listed.</p> <ol style="list-style-type: none"> <li>1. Team Name</li> <li>2. Mascot</li> <li>3. Motto</li> <li>4. School Colours</li> <li>5. School Logo</li> </ol>
<b>Background:</b>	<p>At the February 13, 2024, Board of Trustees meeting, a motion was passed to move the rebranding of Chippewa Secondary School forward. The motion stated:</p> <p><b><u>Motion: 24-02-06, B. Steer/L. Sargent</u></b></p> <p><b>Whereas (2017-09-12 motion) acknowledges rebranding. And therefore, it is then possible: to immediately create a committee called the “Chippewa Secondary School committee” to initiate the process for the new mascot naming – rebranding process of Chippewa Secondary School. The mandate is to select the mascot-branding name and bring this mascot-branding name forward to the NNDSB Board of Trustees. The name will then be the Chippewa ____ going forward. – CARRIED</b></p> <p>This report provides the most recent information since the Chippewa Rebranding Committee’s last report of June 11, 2024.</p> <p>In June of 2024, Principal Krista Tucker Petrick completed the consultation process with all organizations as outlined in the June 11, 2024, report. Of the seven names presented for consultation five remained at the conclusion of the consultation process. The five names returned to the committee for voting were as follows:</p> <ol style="list-style-type: none"> <li>1. Chargers</li> <li>2. Comets</li> <li>3. Heat</li> </ol>

4. Jets

5. Ravens

Preparations for the vote began on August 24, 2024, including enlisting the aid of the NNDSB IT department to ensure access to online ballots and to assist with advertising for the upcoming vote.

Voting on the five names opened on September 11, 2024, and closed on September 13, 2024. The top two names were narrowed to the Chargers and Ravens.

Voting on the top two names opened on September 17, 2024, and closed on September 19, 2024. The winning name was Ravens.

**CSS Rebranding Committee Meeting #4** was held on September 23, 2024 (*Please note, the previous CSS Rebranding Committee Meetings were captured in the June 11, 2024, CSS Rebranding Committee Board Report*):

Topics included:

- Reminding ourselves of what rebranding means based on our research at our first meeting
- Reviewing the work of the committee as set out at our first meeting
- Revealing the winning name to the Rebranding Committee
- Discussion of the importance of maintaining confidentiality of the new team name until it was revealed
- Determining the date of the revealing of the new school team name, which was determined to be September 26, 2024, at the Pep Rally/Terry Fox Run day
- Deciding on how to reveal the name at the pep rally. The committee decided to spell out the name “Ravens” on scarlet and gold bristol board that would be held up by committee members at the pep rally as Principal Krista Tucker Petrick shared the new team name with the school
- Since the winning team name is Ravens, the mascot will be a Raven which will require a new logo
- The committee discussed that the Raven mascot will not be given a name and will be known solely as “The Raven” with no other name associated with it

	<ul style="list-style-type: none"> <li>• That they will add the Lead of the Arts Department to future meetings to advise us on how set criteria for the new logo and how best to go about soliciting student artwork for the logo</li> <li>• Discussion and determination that we will maintain our current motto of Carpe Diem</li> <li>• Discussion of a new mascot costume once the logo has been created to ensure that the costume respectfully aligns with the logo</li> <li>• The school colours would remain the same – Scarlet and Gold</li> </ul> <p>Since revealing the Chippewa Ravens, the first round of “text only” Raven Spirit Wear has been made available for purchase. Social Media accounts are promoting the new name, and spectators are hearing “Go Ravens” at sporting events. There was even a friendly rivalry between the teams who played on September 26, 2024, as to who would be the first team to use the new team name, “The Ravens.” This honour was claimed by the Senior Girls Basketball team.</p> <p>Next Step: The CSS Rebranding Committee to move forward with determining the process of logo creation.</p> <p>Principal Tucker Petrick wishes to thank the enthusiastic and dedicated work of the Chippewa Rebranding Committee in creating a fair and equitable process to determine the new Chippewa team name that will set the direction for the creation of the logo and the mascot.</p>
<b>Recommendation:</b>	This report was prepared for the Board of Trustees as an information item.

Title:	Bullying Awareness and Prevention Week (Nov 18-22, 2024)
Contact:	SO Smylie
Date Submitted:	November 12, 2024
Background:	<p>As a means of supporting NNDSB's Safe Schools Framework, the Safe Schools Team creates content for the provincially recognized Bullying Awareness and Prevention week, held annually during the third week of November.</p> <p>This content spotlights various components of the Framework and incorporates lessons, resources and activities that challenge students to think about how their actions could help cultivate safety and inclusivity in their classroom, school and neighbourhood communities. The content is available through our Bullying Awareness and Prevention SharePoint which is accessible to staff all year and is tailored to provide specific, developmentally appropriate safety information for all students from kindergarten to grade 12.</p> <p>Content also includes information from our community partners, such as North Bay Police Services, Amelia Rising, and the North Bay Battalion, as well as national partners, such as Canadian Centre for Child Protection and Harmony Movement. Through these partnerships we are able to model citizenship for our students and demonstrate the power of coming together as a community to create safer spaces.</p>
Areas of focus for Bullying Awareness and Prevention for the 2024-2025 school year:	<p>Racist and discriminatory actions and words continue to increase across our province and in our schools. As such, the Safe Schools Team has identified the theme "Call It Out" for this year's Bullying Awareness and Prevention week. The focus will be on providing skills for students and staff to identify and define racism and discrimination as well as develop the skills needed to feel confident in calling it out when it occurs.</p> <p>Resources and initiatives to support school principals and staff with enacting this theme, as well as creating safer spaces for all learners, include:</p> <ol style="list-style-type: none"> <li>1. Bullying Awareness and Prevention SharePoint has been <b>updated with both staff and student resources on how to Call It Out!</b></li> </ol>

2. **Librarians will be creating a curated bin of resources** for each of our school libraries. Teachers can also find additional resources via the Classroom Support Centre.
3. The **North Bay Battalion** will be supporting this theme through a **special video and lesson plan**. Battalion players will be visiting schools during the Bullying Awareness and Prevention Week, as well as welcoming Vincent Massey Choir to sing at their game on Thursday, November 21, 2024, at Memorial Gardens. Go Troops!
4. Optional **school participation in the [Words Matter Campaign](#)**, which provides tailored lesson plans and resources for all grades, as well as staff training and on-going supports throughout the year on how to address racist and discriminatory words in our schools and communities.
5. **Parent and caregiver workshop** on addressing harmful and discriminatory language provided by Harmony Movement. Parents can attend virtually or attend a watch-party at one of our participating schools. This workshop is also ideal for schools' safe and accepting committees and/or parent councils!
6. **Human Trafficking 101 hosted by the North Bay Police Service**: Students in Grades 11 and 12 are invited to participate in a full day of learning on November 21, 2024, alongside national, provincial and local experts. The purpose of the day is to increase awareness of human trafficking and its impact on communities; educate students on how to identify the signs of human trafficking; empower students to become advocates for awareness and prevention; and provide resources for further education and involvement in combatting this issue.
7. **Pink Shirt Day is Wednesday, November 20, 2024**. Pink Shirt Day was started to help a student feel included and welcomed at his school, and as a positive way to stand up against bullying. One of the best ways to prevent bullying is to identify and set personal boundaries. This can be a difficult thing for students to do, especially as peers and social media becoming increasingly important to adolescents. Using resources from the Canadian Centre for Child Protection (C3P) that are tailored to each age and stage, educators will discuss boundaries and healthy relationships, consent, personal safety, bullying and how to seek help. Resources

are selected to align with the Ontario curriculum, so topics are presented in a sequential manner and are developmentally appropriate. Check out C3P's [Kids in the Know](#) program, used by NNDSB educators.

8. **Reporting using our SAFER SCHOOLS! Reporting Tool**

As an additional step to ensuring safe, welcoming, and inclusive environments, NNDSB continues to reinforce and advertise the use of our SAFER SCHOOLS! reporting tool. This tool is just one way for students, parents or community members to reach out regarding a concern for student safety, particularly as it relates to bullying or discrimination. NNDSB encourages anyone with a concern to reach out to their school principal, vice-principal or any other school staff member. However, if they are uncomfortable doing so, this tool provides them with another manner to communicate the issue. Furthermore, the tool allows for anonymous reporting for individuals who are not comfortable providing contact information. The information provided in the reporting tool is received by the school principal so that it can be further investigated. Learn more on our website:

<https://www.nearnorthschools.ca/safer-schools-reporting-tool/>

**Parent Resources:**

We recommend that parents check out the various resources available through the Canadian Centre for Child Protection, specifically:

**Online Risks and Trends:**

This video provides parents, caregivers, and other adults around children with information to build capacity to safeguard children and youth from online harms. Learn about online risks and strategies for helping to keep kids safe online. <https://protectchildren.ca/en/online-risks-and-trends/>

**Protect Kids Online:**

This website helps parents and caregivers stay on top of the digital world their children are engaging in. Here you'll find information about the ever-changing online interests of young people, the potential risks they face and proactive strategies to help keep your child/adolescent safe while online. <https://protectkidsonline.ca/app/en/>

**Parenting Tweens and Teens in the Digital World:**

These resources (available in print and PDF format) include information for parents and caregivers on current trends and online risks

	<p>such as self/peer exploitation, online luring and cyberbullying. <a href="#">Parenting in the Online World</a></p> <p><u>Cybertips.ca ALERTS:</u> Parents and members of the public can sign-up for Cybertip.ca Alerts to receive important information about current trends and emerging technology concerns to help keep families safe online. You can also view previous alerts on the sign-up page. <a href="https://www.cybertip.ca/en/online-harms/alerts/">https://www.cybertip.ca/en/online-harms/alerts/</a></p>
Recommendation	That the Board of Trustees receive the Bullying Awareness and Prevention Report as an information item.

<b>Title:</b>	2023-24 Secondary Summer School and Summer Learning
<b>Contact:</b>	Melanie Gray, Superintendent of Teaching and Learning Rob Roy, Principal, Secondary Summer School, 8-12 Amy Bartlett-Gibson, Coordinator, Summer Learning Program, K-6
<b>Date Submitted:</b>	November 2024
<b>Mandate:</b>	This report is intended to provide a board update on Summer Learning programs, both secondary summer school and the CODE Elementary Summer Learning Programs (SLP) throughout the NNDSB during the summer of the 2023-24 school year
<b>Background:</b>	<p><b>Theme: Intentional Planning and Growth</b></p> <p>This summer, during July and August the NNDSB offered both onsite and e-learning opportunities for youth both in our region, and across the province. We had over 1100 youth enrolled at the start of the programs. The e-learning component started with over 800 students, while in person K-12 programming had over 300 students registered. The secondary e-learning student numbers grew for the third year in a row, pulling in students from across the province.</p> <p>Teaching staff were hired to support the programming and aid in student achievement and wellbeing. These staff included 24 e-learning secondary teaching staff and two skills secondary teachers for the focused on-site and e-learning split basketball and volleyball courses. We supported learning with two Differentiated Learning Resource Teachers (DLRT's) and two Educational Assistants (EA's) to work specifically with the secondary students supporting student needs and access to education. We also supported Indigenous learners with one Indigenous Grad Coach Also, we had access to a Child Development Councillor (CDC) for the duration of summer school programming.</p> <p>Educators worked with the support staff daily to support learners who were at risk of not obtaining credits. Students and parents would also reach out to the support team often. Many students utilized our support to help them through course material and other things affecting their wellbeing.</p>

The Indigenous Grad Coach worked at NNDSB sites and online with many Indigenous students. They connected with education counsellors and visited one of the local reservations within our board. There they met with some students and families to develop rapport and connection.

The CDC provided teachers with wellness materials for the students with whom they connected and was available for support when a student was in need. The support staff worked together often as a student success team to identify and support students to be successful in their endeavors.

### **Co-operative Education**

This year we had over 100 students accessing our summer co-operative education one or two credit courses throughout the board. This number is less than last year, and this decrease may be attributed to more co-op opportunities being available during the regular school year.

### **Summer Transition to School Program**

We continued our close partnership with One Kids Place (OKP) to run our Transition to School (TTS) program. The TTS program helps young, future students develop school-readiness, social communication, daily independent living, and self-esteem skills. TTS at One Kids Place helps as well with management of impulsivity, self-regulation, self-awareness, and the child's emotions. NNDSB staff were again hired to work with allied health professionals and behavior consultation at One Kid's Place, and student readiness is communicated back to families and school board special education staff. NNDSB staff worked closely with OKP staff to build cohesive relationships in the students' best interests. This helps to create a unified plan that helps guide them into their next education transition.

### **Canadian Ecology Centre High School Credits**

The NNDSB 30+ year-old partnership with the Canadian Ecology Centre (CEC) continued, with over 100 students from across the province immersing themselves in nature at the CEC taking high school credit courses. The students also ventured on many field trips that related to their studies during their courses.

### **The PADDLE Program (Providing Adults with Developmental Disabilities Lifelong Experiences)**

The PADDLE program provides enriching experiences designed to foster growth, creativity, and social connection for the participants. They engage in a variety of activities in-house such as gardening, fitness, cooking, social skills, visual art, music, and more. Participants can then use these skills in the multiple weekly outings that are offered such as shopping, the farmers market, and going to restaurants. The dedicated staff provides support and encouragement catered to each individual. There are so much more than life skills being taught within the walls. Participants grow through rich programs like the PADDLE program. This program enhances and strengthens independence, builds self-esteem, and celebrates the unique contributions of each individual.

### **High School Focused In-Person Credits**

We had three focused credits running this summer. The first two were physical education courses (basketball and volleyball) running out of Chippewa Secondary School (CSS). Both were well attended. The third offering was the Theatre Outreach on Stage program. This program held practices and shows at WFSS. It was larger than last year and had over 50 students performing or working backstage and in props/set/costumes.

#### **Programs:**

- Phys-ed: Volleyball focus – Focused on volleyball skills and gameplay, this course helped students make many gains in game play, individual abilities, and team play. Students were also able to get certifications in coaching giving them the ability to help grow the sport, and support in the community.
- Phys-ed: Basketball focus - For the second consecutive year, NNDSB offered the PAL-Basketball focused course this summer. This course gave students the opportunity to get ahead in earning a credit in four weeks. The course allowed students to develop skills on the court and learn offensive and defensive strategies. In addition, students completed various assignments on health and basketball as students produced their work online or in person. Most importantly, the course provided many students with the experience of learning at the

secondary level as it will prepare most of them for the first day of high school in September.

- **TOROS:** This year the program grew to over 50 students from North Bay and the surrounding area. These students were involved in creating a hilarious, well-detailed, professional production of *The Addams Family- A New Musical Comedy*. We again had many new students join and embrace the performance arts for the first time and some students from previous years. These students developed new skills, connections, and memories. Experienced students became leaders and role models for the younger cast and crew. Each night, we had over 300 people experience the show. Overall the program ended up with a positive balance (see below).

Total Income	62,450
Total Expense	59,829.77
<b>Final Profit/Defecit</b>	<b>\$2,620.23</b>

### **High School E-Learning**

We continued to offer e-learning high school credit courses to NNDSB students and students from across the province this summer through the Ontario E-Learning Consortium PRISM system. We offered a wide variety of courses and hosted over 800 students, a 30% increase from last year's number of about 600 students. Using the PRISM system allows us to service the needs of our students, and those from across the province who may not have the ability or availability to earn credits with their home school boards.

### **Arbour House Classroom**

This program works with the most vulnerable youth and has an NNDSB teacher collaborating with Arbour House staff to deliver an effective program focused on math, language, and Phys-ed. The staff not only help students with their education, but also help them grow confidence and the ability to trust teachers and other authoritative figures so students can have success in the real world.

### **Hands Day Treatment Classroom**

The NNDSB also continued to support the Hands Day Treatment Classroom as it has in the past. This program provides family-based, specialized mental health treatment and transition support for youth aged 12-18 years. Youth are

referred to this voluntary program for an individualized education program with the goal of facilitating a more gradual and structured return to the community school. Coordinated, individualized support will be provided to transition the youth to their home school and to appropriate mental health services in their community. Youth who participate in this program also participate in group therapy and skills streaming. The support person also participates in TCIF (Therapeutic Crisis Intervention for Families) to gain the knowledge, practical skills, and confidence to help the youth in times of emotional distress through crisis prevention and de-escalation. The program is approximately 4 weeks in length and services both elementary and secondary students. There is a child and youth worker always present in the classroom.

### **Elementary Summer Learning Program (SLP)**

The grades 1-6 Summer Learning Program (SLP) aligns with the NNDSB strategic plan of building equity and well-being, in terms of working to provide a safe and welcoming environment that celebrates all learners. The SLP partnered with the school mental health team by hiring two Social Emotional Learning coaches (SEL). One SEL coach worked at the Alliance site in the North and the other worked at the Sunset Park site in the North. SEL coaches were available to the other sites should support be needed. The SEL coaches worked closely with students who had specific difficulties with self-regulation and attention. The SEL coach at the Alliance site worked closely with the E.A. to support students in self-awareness, perseverance and social skills development. Specifically, the SEL coaches created resource baskets for individual students to keep them engaged during lessons, they took small groups of students to work on SEL skills using Tools for Life and We Thinkers learning models. They also took individual students on breaks when needed and used a 'first/then' board to keep them on task when re-entering the class. The SEL coaches also supported staff members with suggestions on how to redirect students to engage in play with peers. Four educator teams in four regions of the board created a fun and welcoming environment for all students and families. By demonstrating an enthusiasm for learning and for meeting new people everyone strived to model respect for each other and allowed space for social-emotional learning and growth in mathematics and literacy.

The teams worked together to plan fun activities that were meaningful and experiential. Given the high ratio of students to staff, small group instruction was maximized daily to ensure students were receiving intentional and explicit instruction in literacy and mathematics. Pre-camp data was collected by the students' home schools prior to camp beginning. Staff at all sites used this data to determine specific starting points and areas where instruction would best benefit students. Writing tasks were designed to be supportive of the explicit instruction provided while also being inspirational and offering choices for topics honoring student voice. The program also consisted of explicit instruction in foundational literacy skills such as phonemic awareness, alphabetic knowledge, handwriting, decoding, and encoding, multisyllabic word reading, vocabulary and fluency. In mathematics, explicit instruction focused on number sense, multiplication, division, fractions and estimation as well as coding.

Three synchronous, virtual workshops with Science North in Sudbury were scheduled for each site for students in grades 3-6. The students were guided through three stages of planning and coding related to financial literacy. . Students in grades 1-2 were provided with coding instruction by our staff.

In collaboration with the NNDSB Indigenous Education Lead, local Indigenous author Kelsey Borgford, visited in-person three of our four sites sharing her book titled *What's in a Bead*. During these visits Kelsey read her book aloud to students, answered questions and then conducted a writing workshop with students where she supported them with planning their own short story.

Each site hosted 2-3 parent engagement visits. During these visits parents were invited to visit camp to participate in some of the learning that took place for participants. During this time learning materials were also shared with families for at home use.

The SLP continues to uphold the values of the NNDSB and the MYSP by creating a welcome and respectful teaching and learning environment. We recognize that when all stakeholders are involved, our students and staff are more successful.

The SLP encourages teams to offer unique learning experiences for students such as a visit from the local Fire Department, police department, a walk to the splash pad and a donation to each site from the Community Living North Bay, student nutrition program and by engaging with our community partners



	<p>in a positive and fun way, students begin to see beyond their own perspectives and integrate experiential learning into daily reading, writing and knowledge building.</p> <p>Amy Bartlett-Gibson, in the SLP Coordinator role, with the support of Program Team Administration, led the educator teams to providing three weeks of focused literacy and mathematics instruction to approximately 100 students across the Near North District School Board.</p>
<b>Recommendation</b>	That the Near North District School Board of Trustees receive the 2023-24 Summer Learning Report.

<b>Title:</b>	<b>Director's Update</b>
<b>Contact:</b>	Craig Myles, Director of Education
<b>Date Submitted:</b>	Board Meeting November 12, 2024
<b>Welcome</b>	<p>As we gather for our November board meeting, I want to take a moment to recognize the incredible work that has been accomplished since the start of the school year. Our educators, support staff, administrators and partners have contributed meaningfully to fostering a learning environment that prioritizes the well-being and achievement of students.</p> <p>November is often a time for reflection and gratitude. I want to express my appreciation to the Board of Trustees for your support as we navigate both familiar and new challenges. We are all committed to advancing our vision for equitable and inclusive education and student well-being.</p>
<b>Program and Partnerships</b>	<p>Our students continue to take part in exciting learning opportunities. In North Bay, two classes of students from Ferris Glen Public School took part in a recent Science North event at the North Bay Museum. They had the opportunity to be part of the welcome team which included Mayor Chirico, MP Rota, MPP Fedeli and members of the Science North Team. They observed the Robotics Team 1305 robot in action and participated in some hands-on activities. One of the activities the students were able to participate in was to design a "parachute" and test the theory of seed dispersal (gravity, wind, ballistic, water, and by animals). A fan was provided and each group had three opportunities to test their design/parachute. The students also learned about ecology, biodiversity and habitat.</p> <p>The Parry Sound High School SHSM Hospitality Tourism program, under the teacher leadership of Blair Cousins, participated in the Georgian College High School Hospitality competition. This event marked the return of the competition for the first time since 2019 and required teams to complete a cream of chicken soup, stuffed chicken supreme, gnocchi, green beans and a sweet potato sauce and dessert. The team of Leila Kennedy and Ryan Inglis won the gold medal and a \$1000 bursary to the Georgian School of Hospitality and Recreation. PSHS Team Two featuring Grade 10 students Jaxon England and Kennedy Cheslock also performed well, resulting in a silver medal and a \$750 bursary each. Kaitlin Healey participated in the baking competition and produced an excellent apple pie, cranberry lemon scones and lemon sprinkle cookies finishing just outside the medals.</p> <p>The NNDSB Parent Involvement Committee (PIC), alongside the NNDSB Math Team, sponsored another successful virtual presentation called</p>

<p><b>Community</b></p>	<p>"Supporting Your Children in Learning Math" on November 6 from 6:30 to 7:30 pm. Parents and students heard from Dr. Marian Small who is the author of many Ontario and Canadian classroom math resources and is an expert on student learning in mathematics. In her clear and approachable manner, Dr. Small addressed how and why math teaching has changed in the last 20 years and how parents/caregivers can best support their children to build math confidence and math success.</p> <p>We are excited once again to be working with Clean Green Beautiful North Bay and Trees for Nipissing. In the spring, Silver Birches PS was the recipient of beautiful Silver Birches trees courtesy of Hal Falk and Clean Green Beautiful. The planting and care of the trees led to lessons about trees and the environment. Most recently we are exceptionally grateful to Caisse Alliance for the donation of 30 trees and the helping hands to plant them. We look forward to nurturing them for years to come. Our deep gratitude to volunteers: Judith Velduis, Alex Wales, Courtney Boulanger, Bernadette Dégagné, Lise Dégagné, Hal Falk, Cindy Lalande, and Peggy Walsh Craig. The trees not only provide us with shade, fresh air and beautiful foliage, but valuable environmental learning in the years ahead.</p> <p>As the colder season approaches, students across our region are coming together to organize food drives, showing strong commitment to helping those in need within our community. This time of year, food drives become a powerful way for students to make a difference, collecting canned goods, non-perishable items and monetary donations to support local food banks and shelters. These efforts teach students the importance of empathy, teamwork and social responsibility, reminding us all of the impact we can make when we come together. Through their food drives, our students demonstrate the values of compassion and generosity, helping to ensure that more families can experience comfort and nourishment during winter.</p>
<p><b>Administrative Guidelines for Consultation</b></p>	<p>Draft Administrative Guidelines (AG) are placed on the website for the public consultation phase. Feedback will be collected for 30 days following the date posted.</p> <p>Currently posted for comments/feedback is: <a href="#">Administrative Guideline: Health and Safety Reporting and Investigation of Accidents</a> <a href="#">Feedback Form: Reporting and Investigation of Accidents</a></p> <p>In order to improve efficiency and communication and to accommodate trustee input, we are adjusting the process so that AGs come to the board meeting as an information item before being posted for public consultation the following day. This way trustees and the public will be clearly notified when the AG will be posted and will have the full 30 period to respond.</p>

	<p>As a reminder, invitations for feedback are located here along with the full inventory of NNDSB administrative guidelines:  <a href="https://www.nearnorthschools.ca/board/administrative-guidelines/">https://www.nearnorthschools.ca/board/administrative-guidelines/</a></p>
<p><b>Event Updates</b></p>	<p><b>Special Recognition Days</b>          This Month NNDSB is pleased to acknowledge special recognition days for their educational value and connection to the Board’s mission, vision, and strategic plan. The following are a few examples noted this month, in addition to those shared as part of other NNDSB communications.</p> <p>Days of Special Recognition include but are not limited to:</p> <ul style="list-style-type: none"> <li>Veteran’s Week – November 5-11</li> <li>Indigenous Veteran’s Day – November 8</li> <li>Remembrance Day – November 11</li> <li>World Kindness Day – November 13</li> <li>Noah Strong Jersey Day – November 14</li> <li>Bullying Awareness and Prevention Week – November 18-22</li> <li>Pink Shirt Day – November 20</li> <li>National Child Day – November 20</li> <li>Transgender Day of Remembrance – November 20</li> <li>Canada History Week – November 20-26</li> </ul>

# Northern Regional Council Meeting Minutes - Thunder Bay October 27, 2024 - Bill Steer

## Report to NNDSB – November 12, 2024 (In conjunction with OPSBA staff)

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### CALL TO ORDER

The OPSBA Northern Regional Council meeting was called to order on Sunday, November 27, 2024, at 1:05 pm EST by Regional Chair Bill Steer. The meeting began with a Traditional Territory Land Acknowledgement. Chair Steer welcomed all Northern trustees and guests to the meeting.

### Northern Regional Council Attendees:

Greg Bowman (Algoma DSB)  
Ellen Chambers (Lakehead DSB)  
David Cornish (Keewatin-Patricia DSB)  
**Caren Gagne (Near North DSB)**  
Roger Griffiths (Keewatin-Patricia DSB)  
Alison Jarvis (Superior Greenstone DSB)  
Patricia Johansen (Lakehead DSB)  
Susan Johnson (Algoma DSB)  
Donica LeBlanc (Lakehead DSB)  
Pinky McRae (Superior Greenstone DSB)  
Jason Nesbitt, Northern Vice-Chair (Superior Greenstone DSB)  
Kathryn Pierroz (Rainy River DSB), OPSBA First Vice-President  
Rosemary Pochopsky (DSB Ontario North East)  
Steve Poling (Keewatin-Patricia DSB)  
Kal Pristanski (Superior Greenstone DSB)  
Cindy Pye-Reasbeck (DSB Ontario North East)  
George Saarinen (Lakehead DSB)  
Ryan Sitch (Lakehead DSB)  
Bill Steer, Northern Chair (Near North DSB)  
Leah Vanderwey (Lakehead DSB)

### Guest Attendees:

Kathleen Woodcock, OPSBA President (Waterloo Region DSB)  
Michelle Aarts, OPSBA Second Vice-President (Toronto DSB)  
Kayla Blakney (Keewatin-Patricia DSB)  
Regine Coloma (Keewatin-Patricia DSB)  
Trayvon McKay (Keewatin-Patricia DSB)  
Sherri-Lynne Pharand (Lakehead DSB)  
Christy Radbourne (Keewatin-Patricia DSB)

### OPSBA Staff Attendees:

Alicia Cameron, Indigenous Trustees' Council Liaison  
Kendra Devine, Director of Professional Development and Events  
Stephanie Donaldson, Executive Director  
Jennifer McIntyre, Director of Policy  
Lisa Reinhardt, Managing Director of Corporate Affairs  
David Wright, Finance Advisor

### APPROVAL OF THE AGENDA

One item was added to the agenda.

## APPROVAL OF MINUTES OF PREVIOUS MEETING

The minutes from the April 6, 2024, Northern Regional Council meeting were shared for information.

## CURRENT OPSBA MATTERS

### Preliminary Core Education Funding Discussion

It was noted that this item will be thoroughly discussed as part of the Northern Conference. Input from attending trustees was gathered through group discussion.

### National School Food Policy

Executive Director Donaldson referenced an OPSBA letter sent to Minister of Children, Community and Social Services Michael Parsa expressing support for an Ontario agreement under the National School Food Program. The provincial government is actively negotiating with the federal government on a new national school food program.

### Electronic Meetings and Meeting Attendance

Executive Director Donaldson shared information about a meeting with Chief Equity Officer and Assistant Deputy Minister (ADM) in the Education Equity and Governance Secretariat (EEGS) Giselle Basanta where OPSBA members' significant concerns with the new electronic meetings regulation were shared. She referenced efforts of the Education Program and Policy Development Work Groups to raise specific concerns about this new regulation and the impact on local school board governance. A leading practices document and draft policy will be sent to school boards to support local implementation.

Members discussed approaches to addressing ongoing electronic participation for matters permitted under the regulation.

### Local Government Week ~ October 20-26, 2024

Executive Director Donaldson referenced activities that occurred across the province for Local Government Week. The aim of this initiative is to increase youth and public awareness about the important role local government plays in our communities.

## INFORMATION ITEMS

Regional Councils: What are your roles and responsibilities?

All trustees are encouraged to attend their local regional council meetings which are opportunities for trustees to be engaged in OPSBA and network, collaborate, and learn with and from each other.

### It was noted by the Chair that:

- Regional Chairs and Vice-Chairs (along with regional representatives on Core Issue Work Groups) are selected at the Regional Elections, held in June (sometimes July) at the OPSBA Annual meeting
- The Guide to OPSBA Roles and Responsibilities is a great resource Regional Councils (as a collective), limitations of Regional Councils, Meetings and Logistics, and Roles and responsibilities of attendees. All trustees are encouraged to review this material

Regional councils are a key component of OPSBA's governance structure and provide opportunities for staff to understand the unique and common needs of member boards.

### **Regional Council members discussed:**

- How feedback provided by Regional Councils is used and communicated back to school boards through a variety of means including, but not limited to, activities at Board of Directors meetings, regular OPSBA communications, OPSBA advocacy letters and position papers, etc.
- The new template for member boards to report into Regional Councils which is aligned to OPSBA's strategic priorities
- Responsibilities of all trustees and Board of Directors members to enhance communication ("We Are OPSBA")
- The importance of OPSBA leaders being present in and connecting with school boards in the North (this includes face-to-face visits)

### **OPSBA General By-Law: What changes mean to member boards?**

Executive Director Donaldson shared that the OPSBA General By-Law was amended at the 2024 Annual meeting to comply with provisions of the Ontario Not-for-Profit Corporations Act. The most significant change to the By-Law is that alternates are no longer permitted on the OPSBA Board of Directors.

#### **OPSBA Code of Conduct Revisions**

In September 2024, OPSBA's Code of Conduct Policy and Enforcement Procedure were updated to include all Representatives (members of the Board of Directors and Executive Council) and Representative Bodies (members of Core Issue Work Groups, Indigenous Trustees' Council, Black Trustees' Caucus) when acting in their official capacity.

### **STANDING ITEMS**

#### **Update from Regional Council Chair**

**Regional Council Chair Bill Steer highlighted the following items from Executive Council and the Board of Directors:**

- Strategic planning for OPSBA's 2024-25 Core Education Funding Submission
- Strategic discussion about Local Government Week
- Identification of priority topics in OPSBA's 2024-25 Professional Learning Plan
- Updates to OPSBA's EC and BOD structure to ensure all activities are aligned with OPSBA priorities
- Stewart McDonough, Advisor, Municipal Engagement, Association of Municipalities of Ontario (AMO), presented information on the Healthy Democracy Project
- The 2024-2025 Annual Operational Plan and Monitoring Framework
- Revisions to the OPSBA Code of Conduct Policy and Enforcement Procedure

Dave Cornish (North-Western Representative on the Education **Update from Education Program and Policy Development Work Group Members**

Program Work Group) and Patricia Johansen (North-Western Representative on the Policy Development Work Group) shared information from the September 13 joint meeting including:

- The election of Jan Johnstone as Chair and Debbie King as Vice-Chair of the Education Program Work Group
- The election of Shelley Laskin as Chair and Robert Hunking as Vice-Chair of the Policy Development Work Group
- Engagement with the following guest speakers: Giselle Basanta, Assistant Deputy Minister, Education Equity and Governance Secretariat (EEGS) and Chief Equity Officer, Mishaal Surti, Director in the Curriculum, Assessment and Student Success Policy Branch, Nicole Dupuis (Ontario Coalition for Child & Youth Mental Health)
- Discussion on Trustee Code of Conduct, Integrity Commissioners, Electronic Meetings, and Meeting Attendance
- Updates on Finance, Local Government Week, and Artificial Intelligence (AI) in schools
- Submissions on the Life Skills Consultation Survey, and Experienced Apprenticeship Pathways
- Upcoming work will include how to address breaches to the Trustee Code of Conduct, finalization of OPSBA's submission on Core Education Funding Submission, and Artificial Intelligence (AI) in Schools

### **Update from the Indigenous Trustees' Council (ITC)**

The annual August planning meeting took place on August 22-23, 2024. Minister Jill Dunlop joined the meeting on the morning of the 22nd. The ITC enjoyed positive engagement and discussion with the Minister.

### **The ITC highlighted the following priorities:**

1. Re-establishment of an advisory "Minister's Table" for Indigenous Education, or some form of it
2. Future revisions to the Native Language Curriculum as the curriculum has not been revised since 1999 (Grade 9 and 10) and 2001 (Grades 1-8), and the current documents do not meet the needs of today's students, nor does it appropriately respond to the critical urgency that is needed to preserve and protect Indigenous languages
3. Advancement of the Truth and Reconciliation Commission's Calls to Action
4. Funding for Indigenous Education, especially core funding

Other agenda items from the August meeting included a presentation from the Chiefs of Ontario regarding, "Review of the Implementation of Jordan's Principle in Ontario School Boards Report," Education Services Agreements, the Curriculum Revision Process and Native Languages Curriculum, Trauma Informed Education along with other important updates and emerging topics of discussion. There will be a presentation on Jordan's Principle at this year's Public Education Symposium.

## **Update from Black Trustees' Caucus (BTC)**

On September 26, the BTC discussed their role within OPSBA's governance structure. Several Black student trustees attended and participated in discussions on advocacy regarding proposed changes to the history curriculum, which will include Black History and contributions to Canada. The BTC went through a priority setting activity.

### **Brief Individual Board Updates**

Representatives from school boards discussed:

- Disparities in funding for student transportation between public and catholic school boards
- Challenges associated with having four education systems in Ontario
- Changes to trustee leadership
- Implementation of changes to the Director of Education Performance Appraisal process and upcoming professional learning and resources for trustee to support this important role
- Priorities for OPSBA's Core Education Funding Submission
- The importance of seeking trustee feedback so that OPSBA can engage in strategic and effective advocacy on behalf of member boards

Written reports from northern boards are attached as Appendix 1. Northern profiles, shared as part of the Northern Conference, are also attached as Appendix 2.

## **OTHER BUSINESS**

Vacancy on the Policy Development Work Group

It was noted that the position of North-West Alternate Representative on the Policy Development Work Group (PDWG) remains vacant.

Trustee Dave Cornish (Keewatin-Patricia DSB) nominated Trustee George Saarinen (Lakehead DSB) for the position of North-West Alternate Representative on the PDWG for the remainder of the 2024-2025 Term. Trustee Saarinen accepted the nomination. Following the call for additional nominations, Regional Chair Bill Steer declared nominations closed and announced that Trustee George Saarinen had been acclaimed to the position of North-West Alternate Representative on the PDWG for the remainder of the 2024-2025 Term.

## **FUTURE MEETINGS**

A list of future Regional Council meetings and OPSBA Conferences and Events is outlined on the agenda.

## **ADJOURNMENT**

Regional Council Chair Bill Steer declared the meeting adjourned at 2:19 p.m.

# BOARD REPORT

<b>Title:</b>	Special Education Advisory Committee Membership Application																
<b>Contact:</b>	Tim Graves, Superintendent of Education.																
<b>Date Submitted:</b>	October 25, 2024																
<b>Mandate:</b>	<p><b>MYPSP linkages:</b></p> <ul style="list-style-type: none"> <li>• Vision: We strive to ensure all members of our educational community contribute to a thriving and inclusive culture of student achievement and well-being.</li> <li>• NNDSB continues to collaborate with community partners across a wide range of service mandates to support our students and their families.</li> </ul>																
<b>Background</b>	<p>Sections 2 and 3 of <a href="#">Regulation 464/97</a> state that each school board and school authority must establish a Special Education Advisory Committee (SEAC). These committees are made up of elected school board trustees and representatives from local associations with an interest in special education. <i>“A Local association means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults”.</i></p> <p>In addition, Section 5 of the regulation states that the board may appoint <i>A person is not qualified to be nominated or appointed under section two or three to a special education advisory committee</i> of a board. The NNDSB has typically appointed one position referred to as a community member to SEAC. This position is currently vacant.</p> <p>Other than Trustee members, the following associations and representatives have previously been appointed by the Board of Trustees to SEAC for the 2022-2026 term.</p> <table border="1" data-bbox="418 1455 1510 1890"> <thead> <tr> <th>Organization</th> <th>Representative</th> <th>Alternate</th> </tr> </thead> <tbody> <tr> <td>Nipissing First Nation</td> <td>Caroline Labrecque</td> <td>Carole Couillard</td> </tr> <tr> <td>Community Living North Bay</td> <td>Chris Guillemette</td> <td>N/A</td> </tr> <tr> <td>Almaguin Highlands Community Living</td> <td>Candy St. Onge</td> <td>N/A</td> </tr> <tr> <td>Ontario Parents of Visually Impaired Children</td> <td>Laura Hansman</td> <td>N/A</td> </tr> </tbody> </table>		Organization	Representative	Alternate	Nipissing First Nation	Caroline Labrecque	Carole Couillard	Community Living North Bay	Chris Guillemette	N/A	Almaguin Highlands Community Living	Candy St. Onge	N/A	Ontario Parents of Visually Impaired Children	Laura Hansman	N/A
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Ontario Parents of Visually Impaired Children	Laura Hansman	N/A															

	Community Living Parry Sound	Leigh Armstrong	Tricia Bain
Recommendations	<p>Attached is a letter of application from Sean Byers, President of the Nipissing Down Syndrome Society asking that the NNDSB appoint Tammy Adjoudj as a SEAC representative and himself to act as an alternate for that organization. While this is an organization of parents that operates locally, they are not affiliated provincially. As such they qualify to be appointed to such under section 5 of the regulation.</p> <p>That NNDSB appoint Tammy Adjoudj and alternate Sean Byers to the Near North District School Board Special Education Advisory ccommittee for the 2024/2025 School year</p>		



NIPISSING DOWN  
SYNDROME SOCIETY

September 20, 2024

Near North District School Board  
963 Airport Road  
Norther Bay, ON p1B 8H1  
ATT: Special Education Advisory Committee

Dear Members of the Committee,

I am writing on behalf of the Nipissing Down Syndrome Society to formally request the inclusion of our representative, Ms. Tammy Adjoudj, in the Special Education Advisory Committee (SEAC) of the Near North District School Board with myself Sean Byers as the back up representative.

Ms. Adjoudj is an executive board member of the Nipissing Down Syndrome Society and the parent of a child with Down syndrome. Her lived experience, coupled with her dedication and advocacy for the Down syndrome community, uniquely position her to represent our interests and contribute valuable insights to SEAC.

The Nipissing Down Syndrome Society is committed to ensuring that children with Down syndrome receive the appropriate support and resources necessary for their educational development. We believe that Ms. Adjoudj's participation in SEAC will be instrumental in advancing this mission, as she brings a wealth of knowledge and a passionate voice to the table.

Therefore, we kindly request that the Near North District School Board appoint Ms. Adjoudj as a member of the Special Education Advisory Committee to represent the Down syndrome community. We are confident that her involvement will offer significant benefits to both the committee and the broader school community.

Thank you for considering our request. We look forward to your positive response and the opportunity to contribute meaningfully to the work of SEAC.

Yours sincerely,

Sean Byers

President, Nipissing Down Syndrome Society

<b>Title:</b>	Quarterly Financial Review																									
<b>Contact:</b>	Trustee Shane Hall, Finance Committee Chair																									
<b>Date Submitted:</b>	November 11, 2024																									
<b>Mandate</b>	<p><b>Multi-Year Strategic Plan Objectives:</b></p> <p>Become a data-driven, strategically managed organization.</p> <p>Ensure that the NNDSB is managed efficiently and is financially sustainable year over year and for the long term. Make decisions that are sustainable.</p>																									
<b>Trustee Initiative Fund</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th colspan="3" style="text-align: center;">2023-2024 TRUSTEE INITIATIVE FUND APPROVED ALLOCATIONS</th> </tr> <tr style="background-color: #92d050;"> <th colspan="3" style="text-align: center;">Expenditures as at August 31, 2024</th> </tr> <tr> <th style="width: 60%;"></th> <th style="text-align: right; width: 20%;">Approved</th> <th style="text-align: right; width: 20%;">Expended</th> </tr> </thead> <tbody> <tr> <td><b>Budget</b></td> <td style="text-align: right;">\$ 50,000</td> <td></td> </tr> <tr> <td colspan="3"><b><u>Board Approved Initiatives</u></b></td> </tr> <tr> <td>Redirect funds to schools on an equal basis - approved at May 14, 2024 board meeting</td> <td style="text-align: right;">50,000.00</td> <td style="text-align: right;">50,000.00</td> </tr> <tr> <td><b>Total approved</b></td> <td style="text-align: right;">\$ 50,000</td> <td style="text-align: right;">\$ 50,000</td> </tr> <tr> <td><b>Unspent balance at year-end</b></td> <td style="text-align: right;">\$ -</td> <td style="text-align: right;">\$ -</td> </tr> </tbody> </table>		2023-2024 TRUSTEE INITIATIVE FUND APPROVED ALLOCATIONS			Expenditures as at August 31, 2024				Approved	Expended	<b>Budget</b>	\$ 50,000		<b><u>Board Approved Initiatives</u></b>			Redirect funds to schools on an equal basis - approved at May 14, 2024 board meeting	50,000.00	50,000.00	<b>Total approved</b>	\$ 50,000	\$ 50,000	<b>Unspent balance at year-end</b>	\$ -	\$ -
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## Accumulated Surplus and Deferred Revenue Update as at August 31, 2024

<b>Notes:</b>			
Accumulated Surplus and Deferred Revenues are projected using the audited August 31, 2023 Financial Statements and 2023-2024 Revised Estimates. These amounts will be updated for actuals at August 31, 2024 following the completion of the audited financial statements, to be reported in the December 2024 quarterly report.			
<b>Accumulated Surplus</b>			
The total balance of the Board's projected accumulated surplus following completion of the 2023-2024 Revised Estimates is \$22,849,945 (August 31, 2023 - \$24,090,717) comprised of various appropriated and unappropriated (restricted and unrestricted) funds. The projected Operating Accumulated Surplus, which is an unappropriated fund, is \$21,260,680 (August 31, 2023 - \$22,021,971). All other funds are appropriated for a specific purpose as a result of consolidation or to support a historic approved financial decision to its conclusion (ie. grandfathering of retirement gratuities and capital projects at various schools).			
<b>Deferred Revenue - Operating</b>			
	Aug 31, 2024	Aug 31, 2023	
Legislative Grants	\$ 3,539,826	\$ 2,518,606	These are all specific purpose funding/grants that have to be spent on their intended purpose. They are operational in nature (ie. instructional specific) and during budget deliberations are usually intended to be spent in entirety. However, due to timing and perhaps start up delays there may be unused funding at year end to be used the following year. These funds must be spent on the Ministry specified purpose.
Other Ministry of Education Grants	19,691	276,953	
Other Provincial Grants	332,807	332,807	
Third Party Grants	103,133	103,133	
<b>Total Deferred Operating Grants</b>	<b>\$ 3,995,457</b>	<b>\$ 3,231,499</b>	
<b>Deferred Revenue - Capital</b>			
	Aug 31, 2024	Aug 31, 2023	
School Renewal	\$ 3,769,142	\$ 4,791,205	This funding is allocated annually within the GSN calculations. Each year the Board approves a list of capital projects intended to use the current year's funding allotment. Projects that were not complete or did not commence have the associated funding placed in deferred revenue.
Temporary Accomodation	22,422	22,422	Specific funding for portables.
Rural and Northern Education Fund	689,759	642,810	This funding is discretionary within some specific parameters.
Experiential Learning	418,156	436,718	The Ministry moved the funds for Experiential Learning into the GSN, and unspent funds are set aside as deferred revenue each year. Schools found it challenging to spend these funds within the expenditure parameters during the 2020-21 and 2021-22 school years as a result of the COVID-19 restrictions.
Retrofitting School Space for Child Care	164,200	164,200	This was a joint venture with DSSAB that did not occur however the funds cannot be spent on any other initiative.
Proceeds of Disposition (Minister Exemptions)	59,068	377,419	In August 2021, the board received a Ministerial exemption to allocate all proceeds of disposition to support the new Maple View Build, and this was drawn down as construction progressed.
Proceeds of Disposition - Regular	550,223	550,223	These proceeds of disposition are related to the disposition of the former Trout Mills Public School property, most recently used as the board's maintenance shop.
Assets Held for Sale	-	-	Any properties that have been declared surplus to board needs and that meet specific parameters are moved into the Assets Held for Sale category.
<b>Total Deferred Revenue - Capital</b>	<b>\$ 5,672,970</b>	<b>\$ 6,984,997</b>	

### Quarterly Operations Review as at August 31, 2024

This report is intended to report to the Finance Committee the broad overview of the Board's in-year status and update as to the financial condition of the Board with regard to actual revenues and expenditures compared to budgeted revenues and expenditures. The report acts as a commentary for a general overview of the financial position at August 31, 2024.

**These figures are preliminary year-end figures, with significant adjustments yet to be recorded (such as recording accrued liabilities and accounts payable/receivable, adjusting deferred revenues, capitalizing expenditures, and recording amortization and deferred capital contributions).**

This summary excludes the school-generated funds/expenditures as well as amortization and related deferred capital contributions, as those are not recorded until year-end. During the year expenses and revenues are recorded strictly on a cash basis, so there are no expenses or payables set up for wages, utilities, etc. owing on a month-by-month basis as this is only completed at year end.

Comparative Expense Summary					
	2023-2024 Budget	Expenses as at August 31, 2024	Remaining to be spent	% Spent	Note #
<b>Total Instruction</b>	103,365,493	123,052,359	-19,686,866	119.0%	1
<b>Total School Management</b>	14,690,779	17,168,247	-2,477,468	116.9%	2
<b>Total Administration</b>	4,448,624	4,702,155	-253,531	105.7%	3
<b>Student Transportation</b>	15,024,133	15,025,669	-1,536	100.0%	4
<b>Total Pupil Accommodation</b>	20,608,302	18,826,373	1,781,929	91.4%	5
<b>Total Other Expenses</b>	2,518,243	1,319,759	1,198,484	52.4%	6
<b>Total Expenses</b>	160,655,574	180,094,562	-19,438,988	112.1%	
Comparative Revenue Summary					
	2023-2024 Budget	Revenue as at August 31, 2024	Remaining to be received	% Received	Note #
<b>Total Revenue</b>	157,116,114	186,304,980	-29,188,866	118.6%	7

## NOTES:

1. The preliminary instruction expenses are showing a deficit from the original budget of approximately \$20,000,000. As Bill 124 remedy payments have been processed, those payments are reflected in the expenditures, resulting in an over-expenditure, which will be offset by corresponding revenue. The deficit may be reduced as year-end adjustments are made, including removing expenditures that should be capitalized, such as computer hardware purchases.
2. Preliminary school management expenses are over budget by approximately \$2.5 million. As Bill 124 remedy payments have been processed for a number of employee groups included in this category, those payments are reflected in the expenditures, resulting in an over-expenditure, which will be offset by corresponding revenue.
3. Administration expenses are over budget by \$250,000, mostly as a result of Bill 124 remedy payments processed for a number of employee groups included in this category.
4. Transportation costs are currently reflecting expenditures on budget.
5. Pupil accommodation expenses will appear underspent until final adjustments are made, including accruing for work completed in the summer, ensuring all interest payments are recorded and reviewing for expenditures that must be capitalized.
6. Other expenses include expenditures budgeted for contingencies and labour relation provisions. The cost of the expenditures for labour provisions (Bill 124 remedy payments for example) will be expensed against the actual line items, while additional labour provisions may be required.
7. The Ministry provides regular monthly payments based on the estimates, so by August 31, approximately 100% of the budgeted GSN revenue has been received. Due to Bill 124 remedy payments, the Ministry provided additional funding to reflect updated benchmarks and table amounts for 2019-2020 through 2021-22, as well as advance payments to reflect coming updates for 2022-23 and 2023-24. Recorded revenues are significantly higher than originally budgeted due to additional Priorities and Partnership Fund grants received during the year, and other revenues that are not budgeted for. The revenues will be adjusted through the year-end process to defer unspent funds or to recognize final GSN entitlements.

## Special Education Advisory Meeting (SEAC)

Thursday, Sept 19, 2024 | 1:00pm  
Zoom Online Meeting & North Bay Board Office

### **Present:**

Krista Holmes, Executive Assistant  
Alison Clarke, Acting Principal of Special Education  
Tim Graves, Superintendent of Education  
Chantal Phillips, Trustee and Chair  
Candy St. Onge, Almaguin Highlands Community Living  
Louise Sargent, Trustee  
Laura Hansman, OPVIC  
Lisa Paradis, Spec Ed Coordinator – East & West Regions  
Kimberly Gignac, Special Ed Coordinator – North Region  
Jeanie Fuscaldo, Trustee

Guest – Chris Walkling, K-12 Student Achievement and Well-being Principal, North Region

### **Regrets:**

Ashley St. Pierre, Board Chair  
Caroline Labrecque, Nipissing First Nation  
Carol Couillard, Nipissing Secondary  
Chris Guillemette (Vice Chair), CLNB

### **Land Acknowledgement** (Alison Clarke)

Meeting called to Order at 1:00pm by Chair Philips.

Attendance noted

Agenda Approval --> asked to add Land Acknowledgement as a topic for later this meeting.

Motioned by Trustee Sargent, Seconded by Candy St. Onge. Carried.

Approval of the Minutes of the June 20, 2024 meeting.

Motioned Trustee Sargent, Seconded by Candy St. Onge. Carried

### **Business Arising from the Minutes**

- EQAO Presentation by Principal Chris Walkling. Presentation attached.
- Trustee Fuscaldo inquired about how many students are using assistive technology to complete EQAO within NNDSB and Principal Walkling indicated that it would be interesting to find out more about reading decoding within EQAO assessments and the central program team has provided EQAO with feedback around this for consideration,

noting that currently there isn't a metric on how many students are using accommodations at present. Further, Trustee Fuscaldo noted that students like to use assistive technology.

- Candy St. Onge noted that she appreciated learning about EQAO and expressed that it's a positive that EQAO can measure mental health data through questions and indicators. Further, Principal Walkling noted that survey questions are connected to our Student Achievement Plan and that, as a board, we can develop actions and a response to these results.
- Trustee Sargent noted that comparing back to other EQAO years would be challenging, since the tests are administered differently now and asked if we can look back at individual results. Principal Walkling was able to confirm that every student receives an individual report and each board also receives a skills and strand analysis.
- Trustee Sargent noted that EQAO has been well debated and asked if initiatives can be funded that are informed by EQAO results. Principal Walkling was able to confirm that NNDSB uses EQAO data to receive funding and often staffing and Ministry priorities align with EQAO data gathered from school boards.
- Trustee Fuscaldo commented that dyslexic students struggle with reading and writing and queried how EQAO measures such language tasks. Principal Walkling was able to note that we use other diagnostic tools, like Acadience and Core Phonics to inform literacy interventions for students that may be struggling.
- Principal Walkling noted that the NNDSB Literacy Team would be best positioned to address specific questions related to literacy intervention and tools in use.

#### Standing Items

##### Community Partner updates

- No updates at this time.

#### **Correspondence received:** The Conseil Scolaire Nouvelon Catholique Re: Specialized Transportation for Students with Special Needs

- Trustee Sargent noted that it might be appropriate to inquire with our own transportation consortium about this issue. SO Graves additionally noted that it would be prudent to consult with our central special education team to determine if NNDSB is experiencing similar issues as are being expressed in this letter and take any appropriate next steps. Further, Trustee Sargent mentioned that not every letter received requires a response as sometimes these types of correspondence are information items.

#### **Reports**

##### Board Report – (Board Trustee)

From Trustee Sargent

- We now have 2 new student trustees. They were sworn in at a recent board meeting.

##### Special Education Report- Alison Clarke

- NNDSB was able to provide summer learning supports through Ministry funds for summer learning programming offered in coordination with the board's program team, Virtual Summer learning camps (7 camps - AT, Social Coding, Robotics, Highschool

Transitions) for students with spec ed needs and in-person August transition supports to support successful transitions for students with special education needs.

- The vacant Behaviour Counsellor position has been filled. This successful candidate comes to us with over 24 years of experience supporting children and youth in the social services field. She will inevitably be a positive addition to our central behaviour team. She is expected to begin early October.
- A specialist teacher of the blind/low-vision for the north region has also been hired. This individual started promptly in September, and she is already demonstrating enthusiasm and openness to collaboration as she works with our blind/low-vision teacher in the east/west.
- Over the summer, the special education secretary for the north region became vacant, but we have been able to secure a dedicated, knowledgeable and eager replacement. This individual is settling in and supporting both our special education team as well as Lana St. Louis's mental health team.
- We still have a 1.0 SLP mat leave position that we are trying to fill. This position has been vacant since the spring and it's been difficult to fill, we suspect, due to the specialized qualifications required as well as the temporary nature of the positing posting. It continues to be posted.
- New SEA Directives – The claims-based funding model is no longer. Now boards are provided with a base amount in addition to a per pupil amount. Claims are now only for single items costing more than \$5000. This change in funding policy has great implications for how we are to budget for specialized equipment and technology, so we are still working through this with the Finance Dept. and our hope is to have clarity soon so that we can begin processing claims as they come to us.
- Professional Assessment funding has moved to core education fund and there is new funding for Special Education Transition Navigators, which is funding to support students with spec ed needs and/or disabilities transition into, within and out of school through post-secondary pathways, work collaboratively with boards, community agencies and employers.
- Members of our department have been meeting with us and RISE by LearnStyle team members to configure the online platform for us alongside our IT team. This summer, data transfers and other key activities will be taking place. We are in the process of working with all of our special education teams, such as speech language, psych and behaviour to get all referral forms and referral processes into RISE. Our plan is still to have IEPs be created within RISE for term 2 of this school year.
- Our central Behaviour Team will be undergoing a few changes in the upcoming weeks as The College of Psychologist and Behaviour Analysts of Ontario, effective July 1, 2024, announced changes that have impacted some of our work. The college has mandated that Behaviour Analysts working within Ontario have to be registered and in compliance with standards of practice, which includes public transparency (clarity in role titles) and parental/guardian informed consent. The college has also identified that only certain roles, with certain qualifications, have the ability to clinically supervise others.
- We look forward to offering EA PD during the upcoming PD Day on September 27<sup>th</sup>. EAs will engage in regional sessions, including BMS re-certification training, Emotion Coaching offered by the Mental Health Lead, an equity presentation by EGALE, and a workshop on mental health presented by OSSTF.

## **SEAC Chair Report**

- Sept is FASD month. Chair Phillips reminded everyone that it is the most common developmental disability that there is. Chair Phillips appreciates all the work that people have done in the past on that.
- Chair Phillips noted that in June OSSTF released another report with quite alarming stats about the amount of violence and aggression in the classroom. One report in the media framed it that it's not that students are violent, but they are unable to express themselves and it results in violence. Hope that we can hear more about the action plan and recommendations to support this issue.

## **New Business**

### **Sharing of PD Day Plans and review SEAC Schedule, Annual Agenda and Goals 2024-25**

- Principal Clarke shared the EA Professional development Plan for 2024-2025 school year on the screen. We survey all of the EAs for their feedback to help share our plans for the year, etc.
- Principal Clarke shared the Annual Agenda, and we've made a few minor updates.
- Trustee Sargent and Chair Phillips wondered if there was a tour or demonstration that we should be thinking about, given that we used to have something similar on the agenda. It was noted that this discussion should be added to an upcoming meeting's agenda. Trustee Sargent also loved the idea of the kids/students and loved that video that was put together.
- Chair Phillips noted that it would be interesting, as well, to hear about expulsions for students with exceptionalities.

### **Land Acknowledgement ~ Added this item to agenda**

- Chair Phillips noted that we are hoping to create a list of committee members that would be willing to open our meetings with a Land Acknowledgement. As such, Chair Phillips will be requesting that each member of the committee try to take one meeting to create their own Land Acknowledgement to start the meeting.

Next meeting: October 17, 2024.

Adjournment Motioned by Candy St. Onge and Seconded by Trustee Sargent. *Carried*

Ashley St. Pierre, Chair

Craig Myles, Director of Education

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## **Multi-Year Strategic Plan Committee**

Wednesday October 30, 2024

Virtual meeting conducted over Teams

### Committee Members Present

Bill Steer, Committee Chair  
Chantal Phillips, Trustee  
Julie Bertram, Trustee  
Craig Myles, Director  
Liana Blaskievich, Officer of Corporate Affairs

### Staff Present

Chris Walkling, Principal  
Maureen Egan, Executive Assistant

### Committee Regrets

Ashley St. Pierre

## **1.0 Call to Order**

Committee Chair Steer called the meeting to order at 9:00 am. Attendance was called to note the meeting has quorum.

### **1.1 Adoption of the Agenda**

Moved by L. Blaskievich and seconded by C. Myles that the agenda for the Multi-Year Strategic Plan Committee is approved. - **CARRIED**

## **2.0 Approval of Minutes**

### **2.1 MYSP Committee minutes- May 22, 2024**

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

Moved by L. Blaskievich and seconded by J. Bertram that the Committee approves the Multi-Year Strategic Plan Committee minutes as presented for the meeting held on May 22, 2024. - **CARRIED**

## **3.0 Fall Parent Session**

Director Myles noted the upcoming parent/community date which is a Ministry requirement. He also noted that the Ministry is becoming more involved in the structure of MYSP and was pleased to advise that NNDSB is adhering to those expectations and guidelines. He will update the committee on further Ministry changes.

Director Myles welcomed SAWB Principal Chris Walkling to the Committee and explained Chris' expertise in data collection, student achievement and well-being. Chris ensures NNDSB priorities are in alignment with Ministry expectations. Director Myles thanked both Chris and Liana for their hard work.

L. Blaskievich noted that the parent session planned for November will be similar to the one held in the spring. Trustee Philips asked that the presentation be available on the website. L. Blaskievich noted the spring video is on the MYSPP page on our website.

#### **4.0 Verbal Progress report**

L. Blaskievich provided the quarterly report on the pillars.

Excellence in Relationships: The Assistant Deputy Minister visited NNDSB on September 18 and was highly impressed with our educators and programs ie One Kids Place. We are fortunate to have numerous community partners.

Communications: We continue to provide media interviews re vaping and cell phone usage. There has been minimal issues surrounding both because NNDSB has been pro active in this area. CBC morning show was hosted FJ McElligott that was highly positive and rewarding.

Teaching and Learning: Our math lead has already done their diagnostics and a report going to Board. They continue to work with parents via evening sessions. In literacy, screening students has been very successful re baseline data. Reading assessments - 98% k-grade two and 97% k-grade 8 completed.

Innovation: Cyber awareness month October with extensive learning.

Trustee Phillips was pleased to see evolution of the presentation of data. She said it is important to convey to families why we are doing screenings and the direct impact on students.

She suggested that what trustees hear in the community would be valuable to address. For example aggression towards teachers. Would be great if we could communicate how increasing full-time employment of educational assistants will assist problem behaviours in classroom. She suggested creating a presentation that includes key concerns from community ie strategies around bussing problems, behavior in classroom, etc.

L. Blaskievich noted it is always good to keep community educated. It is important for us to understand the priorities of our community. She would like to see more research to see said concerns. We should be careful before we start speaking to very complicated things in teacher practices. We need to hear concerns before deciding if they belong here.

Director Myles advised that we are always looking at avenues to see when we can report on those things and make it easier for public.

## **5.0 Consultation Report**

Principal Walking referred to the release of Bill 98 in August 2023. Since then staff engaged with a broad range of student and staff groups, board committees, parents, and community organizations. These engagements have focused on the Student Achievement Plan and actions to support and improve student achievement and well-being. Engagements included the NNDSB Parent Involvement Committee, Indigenous Education Council, Special Education Advisory Committee, Equity Advisory Circle, MYSP Committee, as well as Indigenous Youth Circle.

He noted that we are always looking at indicators to include in the Student Achievement Plan. For example, student mental health identified as foundation for academic success, staff engagement and consultation via surveys. He emphasized how active listening guides our work. Director Myles thanked C. Walking and L. Blaskievich for this significant work.

Trustee Phillip asked the Committee to consider forward thinking for upcoming MYSP planning.

L.Blaskievich suggested it would be better to wait and have done as much consultation as we can. It is too early otherwise and we are still gathering data. To suggest changes in this year, when our MYSP is not going to be revised until 2026 is a bit early. Need to keep gathering data then a better scope and sequence re revisions moving forward.

## **6.0 Adjournment**

The next meeting date will be scheduled at the call of the Chair.

There being no further business to discuss, on October, 2024, the Multi-Year Strategic Plan Committee stands adjourned at 9:44 am.

Ashley St. Pierre, Chair

Craig Myles, Director of Education

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**Finance Committee**

Tuesday, September 17, 2024

11:00 AM Zoom

Committee Members Present

Shane Hall, Committee Chair  
Chantal Phillips, Trustee  
Howard Wesley, Trustee  
Seija Van Haesendonck, Superintendent of Business

Staff Present

Wende Proulx, Manager of Finance  
Deb Bartlett, Communications Officer  
Lesley Marshall, Executive Assistant

Absent with regrets

Craig Myles, Director of Education

Absent

Julie Bertram, Trustee

**1. Call to Order**

The meeting was called to order at 11:00am. Following the roll call, it is noted that the meeting had quorum.

**2. Declaration of Conflict of Interest**

The Chair called for declarations of conflict of interest; none arose.

**3. Approval of Agenda**

**3.1. Motion:** Moved by Trustee Phillips and seconded by Superintendent Van Haesendonck. Carried  
That the agenda for the meeting of September 17, 2024 be approved.

**4. Approval of Minutes from Previous Meeting**

**4.1. Motion:** Moved by Trustee Wesley and seconded by Superintendent Van Haesendonck. Carried

*That the minutes of the meeting held on July 9, 2024 be approved.*

## **5. Business Arising**

### **5.1 Track discussion – previously deferred**

Director Myles provided comments through the Chair.

Track improvements are not projects that we can tackle at this time due to significant expense of the projects themselves, as well as more pressing facility improvements existing elsewhere including unplanned costs such as the Chippewa Secondary School fence.

Trustee Phillips noted that she understood there had been historical conversations around track improvements, and was hopeful to receive insight into any commitment to undertake these projects in the future, and commitment to plans for school improvements and maintenance, prioritizing projects that support accessibility, and the possibility of a fundraising campaign to support projects that are not prioritized.

Superintendent Van Haesendonck noted that as she was not a staff member during the secondary school consolidation in North Bay, she did not have knowledge of what may have been formally, or informally committed to, and would recommend taking this item back to the Director's office.

Additionally Superintendent Van Haesendonck expressed that the potential cost as mentioned by Director Myles, through the Chair, at approximately 2.5 million dollars each in 2021 would be significantly higher at present. With the School renewal allocation (includes both SCI and SRA) allocation of \$6.7 million for 2024/25, redoing the tracks would likely use the whole amount which is not a responsible use of funds when we have very costly renewal and accessibility projects to examine. As noted in the Ministry memo allocating the capital funding, "This funding allows school boards to revitalize and renew aged building systems and components. While school boards are provided the above flexibility under SRA, they are encouraged to prioritize their allocation to address facility condition, ventilation, accessibility, health and safety, and general code requirements."

SBO Van Haesendonck noted that a project of this scope could be a long-term fundraising campaign, and she recommended that Trustee Phillips bring this discussion to the Chair of Board for further consideration.

## **6. New Business**

### **6.1 Quarterly Report**

*Motion: Moved by Trustee Phillips, seconded by Trustee Wesley. Carried.*

*That the Finance Committee recommends the Quarterly Report for September 2024 be presented to the Board of Trustees for review.*

Superintendent Van Haesendonck advised the figures as at August 31, 2024 are very preliminary year-end figures, with significant adjustments yet to be recorded, and a surplus not expected. The December meeting will include audited financial numbers. TIF funds have been fully allocated and directed to schools.

With the inclusion of the bill 124 remedy payments, and retroactive payments for collective agreement increases, costs for salaries and wages exceed the budgeted amounts significantly, by nearly \$20 million.

**7. Next Meeting Date: Tuesday, December 17, 2024 at 11:00 am via Zoom**

**8. Adjournment**

*Motion: Moved by Trustee Wesley and seconded by Trustee Phillips. Carried  
There being no further business to discuss, on September 17, 2024, the Finance  
Committee stands adjourned at 11:22 am.*

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