

# BOARD MEETING

Tuesday, March 18, 2025 | 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 March 18, 2025 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 March 18, 2025 be approved.

### 5.0 Approval of Previous Minutes ✓

Motion: That the minutes of the regular Board meeting of February 11, 2025, 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 Correspondence from Community ✓
- 6.1.4 AG Student Registration (consultation) ✓
- 6.1.5 AG Student Conduct Management (final) ✓
- 6.1.6 AG School Openings, Closures and Consolidations (final) ✓

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

6.3 Chair's Remarks – Vice-Chair Wesley to lead this item.

6.4 OPSBA Report – Trustee Steer ✓

6.5 Student Trustees' Update

6.5.1 Indigenous Youth Circle Update

6.5.2 Student Trustee Report

6.6 Community Involvement  
Scheduled Delegations

## **7.0 Items for Decision**

7.1 Report from Committee of the Whole Closed Session

7.2 Report from Committee of the Whole Public Session

## **8.0 Committee Reports and Minutes**

8.1 MYSP  
Mid-Year Report ✓

8.2 Committee Meeting Minutes  
Governance – March 4, 2025 (unofficial) ✓  
SEAC – January 23, 2025 (official) ✓

**9.0 Next meeting Date:** April 8, 2025

## **10.0 Adjournment**

Motion: That on March 18, 2025 we do now adjourn at \_\_\_\_\_ pm.



963 Airport Road North Bay, ON P1B 8H1  
Phone: 705.472.8170  
Website: [www.nearnorthschools.ca](http://www.nearnorthschools.ca)

Ashley St. Pierre, Chair

Craig Myles, Director of Education

---

The February 11, 2025 **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 ®  
Julie Bertram  
Caren Gagne  
Chantal Phillips  
Howard Wesley  
Jeanie Fuscaldo  
Louise Sargent  
Shane Hall ®  
Riley Trudeau, Student Trustee  
Nanak Sidhu, Student Trustee ®

**Administrative Staff Present:**

Craig Myles, Director of Education  
Gay Smylie, Superintendent  
Mel Gray, Superintendent ®  
Timothy Graves, Superintendent ®  
Seija Van Haesendonck, Superintendent of Business  
Maureen Egan, Office of the Director  
Patricia Lupton, Executive Assistant  
Deb Bartlett, Communications  
Liana Blaskievich, Exec. Officer Corporate Affairs

**Regrets:** n/a

**Other:**

Staff, media

**1.0 Call to Order**

Vice-Chair Wesley called the meeting to order at 7:30 pm. Members of the public were welcomed virtually.

**1.1 Land Acknowledgement**

Vice-Chair Wesley read the Land Acknowledgement.

**2.0 Requests for Leaves of Absence - n/a**

**3.0 Attendance**

**3.1 Confirmation of Quorum**

Attendance indicated that 11 trustees were present for the meeting, including two student trustees.

**3.2 Declaration of Conflict of Interest None declared.**

#### **4.0 Approval of the Agenda**

Motion: 25-02-01, L.Sargent/C. Gagne

That the agenda for the Board meeting of February 11, 2025 be approved. – CARRIED

#### **5.0 Approval of Previous Minutes**

Motion: 25-02-02, L.Sargent/J.Bertram

That the minutes of the January 14, 2025 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 Monthly Committee Meeting Calendar
- 6.1.3 Student Conduct Management AG
- 6.1.4 School Trips AG
- 6.1.5 Reporting and Investigation of Accidents NNDSB Cooperative Education and Experiential Learning Students AG
- 6.1.6 Math Achievement Action Plan Progress Update 2024-25

Trustee Sargent asked that the Student Conduct Management AG be on the March agenda as she had questions.

##### **6.2 Director's Update**

Director Myles reviewed his report highlighting the remarkable work of both staff and students during this very busy month.

##### **6.3 Chair's Remarks**

Vice-Chair Wesley acknowledged the excellent work of our entire NNDSB community.

##### **6.4 OPSBA Report**

Trustee Steer advised noted his report was included in the agenda.

##### **6.5 Student Trustees' Updates**

Student Trustees Trudeau and Sidhu read their monthly reports to the Board noting the many activities and achievements our students are engaged in.

##### **6.6 Community Involvement**

Scheduled Delegations – n/a

#### **7.0 Items for Decision**

##### **7.1 Report from Committee of the Whole Private Session - nil report**

##### **7.2 Report from the Committee of the Whole Public Session – nil report**

**7.3 School Year Calendar**

Motion: 25-02-03, C.Phillips/J.Fuscaldo

That the Board approve the 2025-26 School Year Calendar for submission to the Ministry of Education. - CARRIED

**7.4 Canadian School Boards Association**

Motion: 25-02-04, L.Sargent/C.Gagne

That the following trustees be approved to attend the CSBA meeting in Winnipeg July 2-5, 2025: H. Wesley, A. St. Pierre, C.Gagne, R. Trudeau, N. Sidhu. - CARRIED

**8.0 Committee Reports and Minutes**

Committee Meeting Minutes

FNAC October 23, 2024 – unofficial

EAC November 20, 2024 – official

SEAC December 19, 20204 - official

**9.0 Next meeting Date: March 18, 2025**

**10.0 Adjournment**

Motion: 25-02-05, C. Phillips/B.Steer

That on February 11, 2025 we do now adjourn at 8:03 pm. – CARRIED

---

**Howard Wesley  
Vice-Chair**

---

**Craig Myles  
Director**

**RESOLUTION SUMMARY**

<b>25-02-01</b> L.Sargent C.Gagne	That the agenda for the Board meeting of February 11, 2025 be approved. – CARRIED
<b>25-02-02</b> L.Sargent J.Bertram	That the minutes of the regular board meeting of January 14, 2024 be approved. – CARRIED.
<b>25-02-03</b> C.Phillips J.Fuscaldo	That the Board approve the 2025-26 School Year Calendar for submission to the Ministry of Education. - CARRIED
<b>25-02-04</b> C.Gagne J.Bertram	That the following trustees be approved to attend the CSBA meeting in Winnipeg July 2-5, 2025: H.Wesley, A .St. Pierre, C. Gagne, R. Trudeau, N.Sidhu. – CARRIED
<b>25-02-05</b> C.Gagne J.Bertram	That on February 11, 2025 we do now adjourn at 8:03 pm. – CARRIED

# BOARD REPORT

<b>Title:</b>	<b>Board of Trustees Committee Meeting Calendar March/April 2025</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>SEAC</u> March 20</p> <p><u>Finance Committee</u> March 24</p> <p><u>EAC</u> March 26</p> <p><u>Environment Committee</u> March (TBC)</p> <p><u>Governance Committee</u> March (TBC)</p>

**Community Letters Received re McDougall PS**

<b>Name</b>	<b>Date Rec'd</b>	<b>Recipients</b>
Debbie Newton	February 23	VC
Liam Hoddy	February 25	Board and Director
Trecia Harley	February 25	Board and Director
Lyndsay Sheridan	February 26	VC
Lyndsay Horne	February 26	Director
Biata Shadgett	February 27	Director
Jacki Barks	February 27	Board and Director
Kristie Thomas	February 28	Board and Director
Julie Ryeland	February 28	L. Sargent (forwarded to Chair and Director)
Chris & Vickie Heikoop	February 28	Board and Director
Diane MacKay	March 1	Board and Director
Margie Szilagyi	March 3	Board and Director
Curt Moore	March 4	Board and Director
Kelly Hergaarden	March 5	Board and Director
Karena Harvey	March 5	Board and Director
Sheri Smith	March 4	Board and Director

# Board Report

---

Title:	Revised Administrative Guideline: Student Registration: Elementary and Secondary
Contact:	Superintendent Gay Smylie
Date Submitted:	March 18, 2025
Background:	<p>The Student Registration Administrative Guideline was last updated in 2021 as part of our re-imagining of how NNDSB welcome's new students into our Kindergarten programs. At the time, this directly supported our newly launched Journey Into Learning initiative which aims to set our students on a path of lifelong learning. At that time, it was seen as an opportunity to promote the MYSP priority of Excellence in Innovation; the guideline was the first to contain a PDF fillable document that parents could complete from a mobile device in the comfort of their own home. Not only was this a more user-friendly approach, but it also supported fewer in-person interactions at a time when Covid-19 was still top of mind.</p> <p>In keeping with our MYSP priorities including Excellence in Communication, the Student Registration Administrative Guideline continues to evolve to ensure that we are responsive to the new programs adopted by the board (such as PowerSchool) and responsive to the diverse families our district serves.</p>
Changes:	<p>The draft Student Registration Administrative Guideline does not contain information that is likely to change quickly, thus ensuring that it stays up-to-date and relevant. Information that does change quickly, such as the fields in the registration and transportation forms, will continue to be available on the public website in easy to find locations that promote a user-friendly experience for parents.</p>
Recommendation(s):	<p>That the Board of Trustees receive the draft version of the Student Registration Administrative Guideline as an information item before it begins its 30-day consultation period.</p>



**Title:** Student Registration: Elementary and Secondary

**Effective Date:** March 18, 2025

**Responsibility:** Superintendent of Program and Schools

### **1.0 Rationale:**

Schools in the Near North District School Board (NNDSB) require information about students upon registration so that an Ontario Student Record (OSR) can be established, requested and/or updated. The information requested in the Student Registration Form aligns with the Ministry of Education's OSR Guideline.

### **2.0 Procedures:**

Parents or guardians wishing to enroll their child in a NNDSB school must complete the Student Registration Form. This form can be completed electronically or in paper format.

Once complete, the Registration Form and supporting documentation must be provided to the school directly in-person, via email, or via regular mail. The Student Registration Form is available on our website ([nearnorthschools.ca](http://nearnorthschools.ca)) under *Registration*.

Upon receipt by the school, the appropriate personnel will reach out to the parent(s) with further information, which may include booking a meeting, tour, and/or completing course selection (where applicable). School contact information is available on our website under *the School Directory*.

For students wishing to register outside of the regular school year (i.e., summer months, etc.), please find additional information on our website under *Registration*.

Title:	Revised Administrative Guideline: Student Conduct Management
Contact:	Superintendent Gay Smylie
Date Submitted:	March 18, 2025
Background:	The Student Conduct Management Administrative Guideline underwent a 30-day consultation period between December 16, 2024, and January 28, 2025, where it did not receive any feedback. The final guideline aligns with the mission and vision of the Board, while ensuring legislative obligations, set forth by policy program memorandums, the Education Act, Human Rights Code and others, have been considered.
Summary of Changes:	<p>The areas of major change include:</p> <ol style="list-style-type: none"> <li>1) Explicit reference on how to respond, report and assign consequences for behaviour that is motivated by bias, prejudice or hate. The new administrative guideline includes definitions of racism incidents, hate/bias incidents and hate crimes while also providing principals with reference points and considerations in response to such actions. Like any behaviour that contravenes the Code of Conduct and/or has a negative impact on the school climate, staff are required to respond to any behaviour (words or actions) that are motivated by bias, prejudice or hate, including racist or discriminatory ones.</li> <li>2) Language throughout the guideline has been updated to be more inclusive with gender-specific pronouns removed.</li> <li>3) Language throughout the guideline has been updated to be more user friendly, as the guideline is often read by parent(s)/guardian(s) who have questions about school climate, progressive discipline, suspensions, or expulsions. It also directs readers to other areas of the NNDSB website that contain additional resources, such as the Bullying Prevention and Intervention Plan and Safer Schools! Reporting Tool.</li> </ol>
Recommendation(s):	That the Board of Trustees receive the Student Conduct Management Administrative Guideline as an information item.

## ADMINISTRATIVE GUIDELINE

**Title: Student Conduct**

**Effective Date: March 18, 2025**

**Responsibility: Superintendent of Safe Schools**

Policy Statement:

The goal of the policy is to support safe, inclusive, and accepting learning and teaching environments across the Near North District School Board (NNDSB) in which every student can reach their full potential.

Many regulations and publications inform our Board's processes for managing student conduct. The Board's Code of Conduct sets clear expectations for behaviour for all persons on school property or attending school related events. The Board's Bullying Prevention and Intervention Plan outline strategies to support student and staff education, address incidents as they arise and utilize processes to build and maintain positive school climates. The Code of Conduct and the Bullying Prevention and Intervention Plan are available on the Near North website.

Legislation considered in the development of this Administrative Guideline include:

The *Education Act*, Ontario Regulation 472/07 and 440/20;  
PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools;  
PPM 120 Reporting Violent Incidents to the Ministry of Education;  
PPM 128 Provincial Code of Conduct and School Board Codes of Conduct;  
PPM 141 School Board Programs for Students on Long-Term Suspension;  
PPM 142 School Board Programs for Expelled Students;  
PPM 144 Bullying Prevention and Intervention;  
PPM 145 Progressive Discipline and Promoting Positive Student Behaviour;  
PPM 149 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals;  
PPM 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols

The *Human Rights Code* of Ontario has primacy over provincial legislation and policies, as well as school board policies and procedures, such as the *Education Act*, Regulations, and Ministry of Education PPMs, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

### **Section 1.0 Promoting Positive Student Behaviour: School Climate**

In order to promote a positive school climate school boards must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, racism, prejudice, and hate; critical media literacy; and safe internet use.

To promote and support appropriate, positive student behaviours that contribute to creating and sustaining safe, comforting and accepting environments that encourage and support students to reach their full potential, the Board supports the use of individualized positive practices and whole school approaches.

#### School Climate Survey:

The School Climate Survey is an important tool that supports staff in identifying areas of need within their schools, developing actions and measuring outcomes. The purpose of this anonymous and Ministry mandated survey is to find information related to student, staff and parent participation and experiences at our schools. The information gathered from the various student, parent and staff School Climate Surveys is used at the school and district level to set goals and measure progress towards creating accepting, safe, and inclusive learning environments.

#### Bullying Prevention and Intervention Plan:

A positive school climate is dependent on student, staff, parent and community relationships and exists when: everyone actively promotes positive behaviours and interactions; there is a culture of mutual respect; and equity is embedded within all actions and decisions. A positive school climate is a crucial component of preventing inappropriate and harmful behaviour. Inappropriate and harmful behaviour includes all forms of bullying, including cyberbullying, as well as racist, discriminatory or derogatory words and actions. Through the procedures and supports outlined in the NNDSB's Bullying Prevention and Intervention Plan, we seek to prevent these harmful behaviours and, where they do occur, set standards for intervention, education and restoring relationships.

### **Section 2.0 Progressive Discipline**

All inappropriate student behaviour, including bullying, must be addressed. Responses to behaviours that are contrary to the Board's Code of Conduct must be developmentally appropriate. Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.

The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students to reinforce positive behaviours and help students make good choices. Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.

The board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting students to make good choices.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success. It is an expectation of the Board that Principals and teachers consult with parents prior to imposing any student specific preventative measures, positive behaviour management strategies or progressive discipline consequences. In circumstances where a student will receive a consequence for their behaviour, it is the expectation of the Board that the principles of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students and/or students with disabilities.

Each school is required to develop and implement a school-wide progressive discipline plan, consistent with Board Policies and the *Human Rights Code*. An example Progressive Discipline Plan can be found in the Bullying Prevention and Intervention Plan document.

The teacher or Principal should select the most appropriate response to address the student's behaviour. Where a student has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the student, including those in the student's Individual Education Plan, Behaviour Management Plan, and/or Worker Safety Plan.

## **Section 2.1 Disclosure of Student's Personal Information**

Throughout the Progressive Discipline process, it is important to keep privacy issues in mind. Therefore, any NNDSB employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented in a Behaviour Management Plan (BMP), found in the student's Ontario Student Record (OSR). Prior to disclosure, the Principal must inform staff that they must treat any information disclosed about a student or incident as confidential. Principals are only permitted to share information documented in the OSR with board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, Principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.

NNDSB employees must abide by MFIPPA (Municipal Freedom of Information and Protection of Privacy Act) with respect to information disclosed about a student or incident involving a student. Information disclosed about a student or incident to a NNDSB employee is confidential. In all cases where ongoing intervention strategies are used, the student's parents/guardians should be consulted (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control) at each step of the progressive discipline process. The Board also requires Principals to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

In all cases where a progressive discipline consequence is being considered to address an inappropriate behaviour, the Principal must:

- Consider the student and circumstances, including considering the mitigating or other factors, (please see the section below on Mitigating and Other Factors to be Considered);
- Consider the nature and severity of the behaviour;
- Consider the impact of the inappropriate behaviour on the school climate;
- Consult with the student's parent(s)/guardian (unless the student is an adult student);
- Consider whether the progressive discipline consequence might have a disproportionate impact on a student protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether accommodation to the point of undue hardship is required.

## **Section 2.2 Mitigating Factors**

The mitigating factors to be considered by the Principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

- i) Whether the student has the ability to control his or her behaviour;
- ii) Whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and
- iii) Whether the student's continuing presence in the school does create an unacceptable risk to the safety of any other individual at the school.

### Other Factors to be Considered:

- The student's academic, discipline and personal history;
- Whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment;
- The impact of the discipline on the student's prospects for further education;
- The student's age;
- Where the student has an IEP or disability related needs;
- Whether the behaviour causing the incident was a manifestation of the student's disability;
- Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
- Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate. Exclusion from the school pursuant to section 265(1)(m) of the *Education Act* is not acceptable for discipline purposes or as an alternative to discipline, and may only be implemented following consultation with the superintendent and in accordance with the *Education Act* and consistent with the *Human Rights Code*.

### **Section 2.3 Record Keeping**

The teacher and Principal shall keep a record for each student with whom early and ongoing intervention strategies, progressive discipline strategies and suspensions have been utilized. The record should include:

- Name of the student;
- Date and time of the incident or behaviour;
- Nature of the incident or behaviour;
- Progressive discipline approach used;
- Outcome, and/or;
- Contact with the student's parent/guardian (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control).

### **Section 3.0 Responding to Incidents**

Appropriate action must consistently be taken by schools to address behaviours that are likely to have a negative impact on a school climate including serious incidents and all inappropriate and disrespectful behaviours.

All staff who work directly with students must respond to any behavior that is likely to have a negative impact on school climate if, in the employee's opinion, it is safe to do so. All staff include:

- Principals and Vice-Principals;
- Administrative and custodial staff;
- Teachers, educational assistants and early childhood educators;
- Non-teaching staff including social workers, child and youth workers and psychologists\*;
- Staff in before and after child care programs;
- School bus drivers

*\*social workers and psychologists who have a clinical relationship with a student must report incidents listed above to the Principal as soon as reasonably possible to do so without having a negative impact on their clinical relationship with the student. They must also report incidents that could result in physical, emotional or psychological harm to the student or others.*

Behaviour that negatively impacts the school climate includes all inappropriate and disrespectful behaviour as well as those incidents that must be considered for suspension or expulsion. The requirement to take action applies to behaviours that occur anytime at school or at any school related activity.

Staff are expected to always address any behaviour (words or actions) that are racist or discriminatory in nature, or motivated by bias, prejudice or hate and then report it to the Principal. See section 4 on reporting incidents.

Each school's Bullying Prevention and Intervention Plans should include anti-racism education for students and training for staff on how and when to 'call out' or 'call in' people who use racist or discriminatory behaviour.



Where the board employee feels it is not safe to respond, they are expected to inform the Principal verbally as soon as possible. If the employee works with student(s) who cannot be left unattended, they will seek support from another staff or the Principal to respond.

Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the student might exhibit or about which the employee might be aware.

A response by the staff to the incident shall not prevent or preclude the Principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools. Unless the behaviour is such that it must be considered for suspension or expulsion, a response is sufficient – it is not required that these incidents be reported to the Principal. For incidents where suspension or expulsion would not be considered, but the board employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible.

Where, in the opinion of the Board employee who works with students, the behaviour observed or heard might lead to suspension or expulsion, the employee must report the behaviour orally to the Principal at the earliest opportunity and again in writing before the end of the school day. The employee shall follow the procedures outlined in section 4.0 for reporting incidents.

#### **Section 4.0 Reporting Incidents**

All staff (as listed above) are required to report any activity from section 306(1) and section 310(1) of the *Education Act* to the Principal as soon as possible. The Principal will investigate and make recommendations regarding supports, interventions, or consequences in accordance with progressive discipline practices. It's important for staff to know that, should a Principal learn that a member has not reported an incident, the matter is recommended to be dealt with as a human resource issue. Staff holding teaching certificates are also governed by the *Ontario College of Teachers Act* and, under regulation 437/97, failing to report an incident could be considered professional misconduct.

The manner in which Principals request written documentation from staff varies from school to school, however one practice that must remain consistent across the Board is that any staff who witnesses any activity listed in 306(1) or 310(1) must complete a *Safe Schools Incident Reporting Form, Part I* (SSIR) so that it can be further investigated by the Principal, as outlined in PPM 145.

For a list of 306(1) and 310(1) infractions, see section 5.0

#### **Section 4.1 Safe Schools Incident Reporting (SSIR) Form**

When any staff (as listed above) becomes aware of an incident that must be considered for suspension or expulsion by the Principal, the staff must, as soon as reasonably possible, report this to the Principal and confirm their report in writing. Whether or not the behaviour leads to a suspension or expulsion is for the Principal to determine.

Ministry policy states that the employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal by the end of the school day. The report is to be confirmed in writing in a timely manner, using the *Safe Schools Incident Reporting Form, Part I*, found on the staff portal.

**Note:** written reporting does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of the action taken. The purpose of reporting incidents orally is to ensure that the Principal is aware of the incident and can mitigate any associated risks as soon as possible.

Once the Incident Reporting Form Part 1 is received, the Principal will investigate and identify whether or not action was taken using the *Safe Schools Incident Reporting Form, Part II*, found on the staff portal.

#### **Section 4.2 Reporting Violent Incidents**

All violent incidents that occur on school premises during school-run programs must be reported by the Principal to the Ministry of Education, whether the violent incident was committed by a student of the school or whether it was committed by another person. Violent Incident Forms are available under the staff portal.

The term *violent incident* is defined by PPM 120 as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

Police must be notified when a violent incident occurs. Refer to the *Ontario North East Region Police and School Protocol* for more information about reporting to police and joint-investigations.

**Note:** The parent/guardian(s) of the student should be contacted whenever possible before police speak with students in the course of an investigation.

#### **Section 4.3 Ontario Student Record (OSR) Documentation**

For retention information regarding suspension letters, Safe Schools Incident Reports, and Violent Incident Forms, refer to the Ministry of Education's Ontario Student Record Guideline.

#### **Section 4.4 Notifying Parents/Guardians of the Victim**

Following a serious student incident for which the Principal shall be considering imposing a suspension or making a recommendation for expulsion, the Principal shall provide information to the parent/guardian of the victim, unless in the opinion of the Principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the victim's

best interest, or the victim is an adult student. Where the victim is an adult student, the Principal shall inform the parent/guardian only with the victim's consent.

The Education Act states that the Principal shall disclose:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm to the student; and
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity.

The Principal must say that the student was suspended, if that is the progressive discipline that has been applied. It is not necessary for the Principal to say for how many days a student was suspended. The same would be true for other forms of progressive discipline, in that details are not necessary, but the type of discipline must be explained.

The Education Act states that the Principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm. The Principal may communicate to the victim's parent/guardian any school wide initiatives that have been or will be implemented as a result of the incident and/or other similar incidents.

Where the student(s) disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

In addition, where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the Principal shall share information about professional supports available either through the board or community agencies with parents/guardians and aid in referrals to such supports where possible.

The Principal shall also inform the parent/guardian that, if the parent/guardian is not satisfied with the measures being taken to protect and support the victim, the parent/guardian may contact the superintendent to request a review of the measures being taken by the school.

#### **Section 4.5 Not Notifying Parents/Guardians of the Victim**

Where, in the opinion of Principal, providing information to the victim's parent/guardian would put the victim at risk of harm, such that notification would not be in the victim's best interests, or where the victim is an adult student and does not consent to his/her parent/guardian being informed, the Principal shall not inform the victim's parent/guardian.

The Principal shall:

- consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, make a report to the appropriate child/youth protection services institution;
- document why the parent/guardian was not notified;
- inform his/her superintendent that the parent/guardian was not informed and why;
- inform the teacher or staff who made the report if that individual informed the Principal of the potential for harm, that the parent/guardian was not informed and why; and
- inform other staff working to support the student, as appropriate.

The Principal shall inform the victim of the steps being taken by the school to protect the victim's safety.

In addition, where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the Principal shall share information about professional supports available either through the board or community agencies with the victim and aid in referrals to such supports where possible.

Where the student who has been disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

#### **Section 4.6 Notifying Parent/Guardian of a Student who has engaged in a Serious Student Incident**

In accordance with PPM 145 and Section 300.3 of the *Education Act*, Principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to his or her engagement in the activity.

When notifying parents of these incidents, the Principal must invite parents to have a discussion with them about the supports that can be provided for their child.

#### **Section 5.0 Suspensions**

A suspension means that a student is removed from school temporarily for a minimum of one school day and a maximum of twenty school days. Suspensions should be applied in the least restrictive manner possible to be effective and so as not to add to the historical disadvantage of racialized students and/or students with disabilities. Students who are suspended for more than five school days are considered to be on long-term suspension and as such an Alternative Suspension Program (ASP) must be offered to the student. Students also cannot take part in school related activities or events while on suspension.

#### **Section 5.1 Suspension of students in Kindergarten to Grade 3**

As part of Ontario's *Action Plan to Address Systemic Racism in Schools*, the Ministry has created Ontario Regulation 440/20, under Bill 197, which removes the discretion for Principals to suspend students in Junior Kindergarten to Grade 3 for any of the seven activities listed in section 306(1) of the *Education Act*.

The conduct of students in K - 3 who engage in 306(1) activities must still be addressed with supports and interventions that reflect the student's IEP (if applicable), age, other mitigating factors and utilize a progressive discipline approach.

**Activities listed in subsection 310(1) will still be subject to mandatory suspensions for Kindergarten to Grade 3 students, pending the results of the Principal's investigation. These activities include:**

1. Possessing a weapon, including a firearm
2. Using a weapon to cause or to threaten bodily harm to another person
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
4. Committing sexual assault
5. Trafficking in weapons or illegal drugs
6. Committing robbery
7. Giving alcohol or cannabis to a minor
8. Bullying if a) a student has previously been suspended for engaging in bullying\* and b) if the pupil's continuing presence in the school creates an 'unacceptable risk' to the safety of another person *\*removes need for previous suspension for K - 3 students.*
9. Any activity for which a student can be suspended (see above) that is motivated by bias, prejudice or hate
10. Any other activity identified in school board policy

## **Section 5.2 Suspensions of students in Grades 4 to 12**

As per section 306(1) of the *Education Act*, a Principal shall consider whether to suspend a student in Grades 4 – Grade 12 if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate. These activities include:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, illegal drugs or unless the student is a medical cannabis user, \* cannabis.
3. Being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis.
4. Swearing at a teacher or at another person in authority.
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
6. Bullying.
7. Any other activity for which a Principal may suspend a student under a policy of the board

For more information regarding infraction #7, please consult Code of Conduct Administrative Guideline and NNDSB Governance Manual, Section GP-211 Safe Schools.

\*As defined in the Education Act, a medical cannabis user is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

### **Section 5.3 Mitigating and Other Factors to Consider Before Imposing a Suspension**

These are the factors required to be considered when deciding whether to impose a suspension or expulsion as per Ontario Regulation 472/07.

#### Mitigating Factors

The mitigating factors to be considered by the Principal before deciding whether to impose a suspension are:

- i) Whether the pupil **does not have the ability** to control his or her behaviour;
- ii) Whether the pupil **does not have the ability** to understand the foreseeable consequences of his or her behaviour;
- iii) Whether the pupil's continuing presence in the school **does not create an unacceptable risk** to the safety of any person.

**Note:** These mitigating factors and other factors are stated differently than the mitigating factors and other factors cited in Section 2.2

#### Other Factors

Where the student is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the Principal shall consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the student:

1. The student's history;
2. Whether a progressive discipline approach has been used with the student;
3. Whether the activity for which the student may be or is being suspended was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or other immutable characteristic or harassment for any other reason;
4. How the suspension would affect the student's ongoing education;
5. The age of the student;
6. In the case of a student for whom an individual education plan has been developed,
7. Whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
8. Whether appropriate individualized accommodation has been provided; and
9. Whether the suspension is likely to result in an aggravation or worsening the student's behaviour or conduct

### **Section 5.4 Procedural Steps when Imposing a Suspension**

Where a Principal has determined that it is appropriate in the circumstances to impose a suspension, the Principal is required to affect the following procedural steps:

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to orally inform the adult student or the student's parent/guardian of the suspension (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control in which case the Principal shall inform the student);
2. The Principal must inform the student's teacher(s) of the suspension;

The Principal in conjunction with the student's teacher(s) must organize school work to be

provided for the student to be completed during the duration of the student's suspension;

The Principal must promptly provide written notice of the suspension to the student, the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control in which case the Principal shall provide the notice of suspension to the student), the Superintendent of the school, and the Superintendent responsible for Safe Schools;

The written notice of suspension will include:

- i. The reason for suspension;
- ii. The duration of the suspension, including the student's date of return to school;
- iii. Information about the Alternative Suspension Program to which the student is assigned, where the student is suspended for six (6) or more school days;
- iv. Information about the right to appeal the suspension, including the provision of a copy of the relevant policies and guidelines governing the appeal; and
- v. The contact information for the Superintendent responsible for Safe Schools to whom the notice of appeal must be given.



### **Section 5.6 Alternative Suspension Program**

Students who are suspended for more than five school days are considered to be on a long-term suspension. The Principal shall consult with the appropriate Superintendent of Schools if imposing a suspension greater than 5 days.

Students who are suspended for 6 or more school days shall be offered an Alternative Suspension Program (ASP). A student cannot be compelled to participate in an ASP. If the student chooses to participate in an ASP then a Student Action Plan (SAP) shall be developed. The student and/or their parent(s)/guardian must notify the Principal verbally or in writing that the student is committed to attending the ASP.

Student Action Plans differ depending on the length of the suspension. For suspensions of six to ten school days a SAP must contain an academic component. For suspensions of eleven to twenty school days a SAP must contain an academic and a non-academic component.

The purpose of the **academic component** is to ensure that all students on a long-term suspension have the opportunity to continue their education.

- i. The student must be provided with the opportunity to continue or complete programs of study, including assignments, homework, and any other work evaluated in their regular classes.
- ii. Every effort must be made to maintain the student's regular academic course work throughout the suspension period.
- iii. The academic component must follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for the modifications to the Ontario curriculum or an alternative program in which case the Board shall continue the supports consistent with the student's IEP.
- iv. The academic component may include, but is not limited to, the provision of distance learning, e-learning, remedial help in literacy and numeracy, individual instruction, and/or opportunities within the board.

The **non-academic component of the ASP** is to assist students on a long-term suspension of more than ten school days in the development of positive attitudes and behaviours by identifying and addressing the underlying causes of the student's behaviour to help reduce the risk that the student might be given a suspension or expulsion in the future. Students shall be provided with the required services and types of support that may include access to culturally appropriate support and/or referral to community-based service resources. The student's IEP shall also be consulted if the student has special education needs.

Students who participate in the Alternative Suspension Program will also have a Student Action Plan (SAP) developed. The plan identifies the academic component and any additional supports to promote positive behavior the student will receive. Each student's plan will be developed to meet his other needs. A copy of the SAP will be placed in the student's OSR.

### **Section 5.7 The Re-Entry Meeting**

The Principal shall hold a meeting with the student, and, where possible, the student's parent(s)/guardian if the student is a minor who has not withdrawn from parental control (being



so entitled) before the student returns to school and including, where appropriate, school/community agency staff and relevant persons or professionals. The purpose of the meeting is to facilitate the student's transition back to school by, for example, identifying and providing for any additional academic and/or non-academic support that the student may require upon returning to school.

### **Section 6.0 Suspension Appeal**

The following person may appeal, to the Board, a Principal's decision to suspend a student:

The student's parent or guardian, unless:

- i) the student is at least 18 years old, or
- ii) the student is 16 or 17 years old and has withdrawn from parental control.

The student, if:

- i) the student is at least 18 years old, or
- ii) the student is 16 or 17 years old and has withdrawn from parental control.

***The process outlined below shall also be used for an appeal of the exclusion of a student from a school by a Principal pursuant to Subsection 265 (1) (m) of the Education Act.***

### **Section 6.1 Suspension Appeal Process**

#### **Step 1: Notice of Appeal**

A person who is entitled to appeal a suspension must give written notice of their intention to appeal to the Superintendent of Safe Schools within 10 school days of the commencement of the suspension. The notice must identify:

- i) The reason for appealing the suspension;
- ii) The remedy sought; and
- iii) The names and relationships of all persons to be present at the appeal.

The Superintendent of Safe Schools will confirm receipt of this notice.

The Superintendent of Safe Schools may extend the deadline for giving written notice of intention to appeal if the person requests an extension to accommodate their disability.

A person who has given notice of intention to appeal may contact the Superintendent of Safe Schools to discuss any matter respecting the appeal of the suspension.

#### **Step 2: Meeting with the Principal**

The person who is entitled to appeal may meet with the Principal of the school to discuss the suspension. If an agreement is not reached through meeting with the Principal, then the next step in the appeal process shall be followed.

#### **Step 3: Superintendent Review**

The Superintendent of Education responsible for the school will review the suspension. If an agreement is not reached through the Superintendent's review, the person who is entitled to appeal, and the Superintendent of Education responsible for the school will notify the Superintendent of Safe Schools. The Superintendent of Safe Schools may also review the

suspension. If an agreement is not reached through the Superintendent of Safe School's review, the appeal will then be heard by the Discipline Committee of the Board.

**Step 4: Appeal to the Discipline Committee of the Board**

The Superintendent of Safe Schools will arrange for the Discipline Committee of the Board to hear the appeal and contact the person who is entitled to appeal with associated information including date, time and location of the hearing.

The Discipline Committee of the Board shall hear and determine the appeal within 15 school days of receiving the notice of appeal, unless the parties agree on a later deadline.

The Discipline Committee will be made up of a minimum of three trustees who will hear appeals, *in camera*, as required by the *Education Act* s. 309 (12). Parties to the appeal are:

- Principal of the school who suspended the student;
- Superintendent of Education responsible for the school in which the student is registered;
- Student, if 18 years old (or if 16 or 17 years old and has withdrawn from parental control);
- Student's parent(s)/guardian, if the parent(s)/guardian appealed the suspension.

At the hearing, the Superintendent of Education and/or Principal will provide a written submission regarding the reason for the suspension and desired outcome.

The appellant will have the opportunity to make oral submissions and/or provide written submissions regarding the reason for the appeal and desired outcome.

The Discipline Committee may ask any party, including the student, where appropriate, questions of clarification.

Adult students or a student's parent/guardian(s) may be represented by legal counsel or attend with an advocate/agent or the support of a community member.

Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel.

The Discipline Committee shall take into account submissions and views of all parties, as well as mitigating and other factors.

The Discipline Committee may, in its decision:

- i) Uphold the decision of the Principal regarding the suspension;
- ii) Confirm the suspension but decrease the number of days stipulated in the suspension; or
- iii) Overturn the decision of the Principal regarding the suspension and order it expunged from the student's record.

The decision of the Discipline Committee is final and will be communicated to all parties in writing by the Superintendent of Safe Schools.

## **Section 7.0    Expulsion**

As per the *Education Act*, s. 310(1), a Principal shall suspend a student immediately if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate. The Principal must then investigate the matter in order to determine whether to suspend (Kindergarten to Grade 3) or recommend to the Discipline Committee that the student be expelled (Grades 4-12).

### **Activities for which expulsion must be considered under subsection 310(1) of the Education Act:**

- 1) Possessing a weapon, including possessing a firearm;
- 2) Using a weapon to cause or to threaten bodily harm to another person;
- 3) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 4) Committing sexual assault;
- 5) Trafficking in weapons or in illegal drugs;
- 6) Committing robbery
- 7) Bullying (if the student has previously been suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person);
- 8) Any activity listed in subsection 306 (1) that is motivated by bias, prejudice, or hate;
- 9) Giving alcohol or cannabis to a minor;
- 10) Any other activity for which a student may be expelled under board policy.

For more information regarding infraction #7, please consult Code of Conduct Administrative Guideline and NNDSB Governance Manual, Section GP-211 Safe Schools.

A Principal may suspend a student under this section for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account any mitigating or other factors prescribed by the regulations (see Section 5.3).

Where a student is suspended for an activity referred to in Section 310(1) of the *Education Act*, the Principal shall conduct an investigation to determine whether to recommend to the Discipline Committee of the Board that the student be expelled. That decision is communicated to the parent in writing.

If the student commits to attend the ASP, then the ASP procedures set out in Section 5.4 of this Guideline shall be followed.

## **Section 7.1    Identifying incidents motivated by bias, prejudice, or hate**

As outlined in section 310(1) of the *Education Act*, a Principal must consider suspension and/or expulsion, depending on the student's age, for incidents that are motivated by bias, prejudice, or hate.

Incidents that are motivated by bias, prejudice, or hate may include: hate/bias incidents; racism incidents; or hate crimes. Definitions are found below.

Hate/Bias Incident:

Refers to non-criminal conduct, which does not involve physical violence, threats or property damage, that is motivated in whole or in part by hatred or bias based on the real or perceived identity or group affiliation of a victim or victims. For the purposes of this procedure, this includes the grounds of disability, gender identity, gender expression, sex, sexual orientation, family status, marital status, socio-economic status, and religion or creed (Note: hate/bias incidents based on race-related grounds, which may sometimes also include religion or creed, are addressed under the category “racism incidents”). A hate/bias incident can also encompass situations in which conduct is directed against people associated with individuals and groups identified with these grounds. The conduct can be verbal, nonverbal or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials, or other acts which may intimidate, denigrate and/or marginalize the victim(s).

Racism Incident:

refers to non-criminal conduct, which does not involve violence, threats or property damage, that is motivated in whole or in part by, or is in effect, racism based on the real or perceived identity or group affiliation of a victim or victims, inclusive of the grounds of race and/or race-related grounds such as colour, ancestry, ethnic origin, place of origin, citizenship, religion or creed. This includes hate/bias incidents based on the above race related grounds, but excludes hate crimes based on race, which are to be classified as hate crimes. A racism incident can also encompass situations in which conduct is directed against people associated with individuals and groups identified with these grounds. The conduct can be verbal, nonverbal or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials, or other acts which may intimidate, denigrate and/or marginalize the victim(s).

Hate Crimes:

Refer to criminal offences that are committed against persons or property which are motivated in whole or in part by hatred or bias based on the victim’s race, national or ethnic origin, language, colour, creed, religion, sex, age, mental or physical disability, sexual orientation, gender identity, or gender expression. This includes, but is not limited to, hate-motivated violence, incitement to hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes crimes committed against persons who are associated, or perceived to be associated, with persons who belong to the aforementioned *Code*-protected groups.

Any NNDSB employee who witnesses or otherwise becomes aware of a hate/bias incident, racism incident, or a hate crime involving or impacting a student or school climate must immediately report it to the school Principal or Vice-Principal, or next level work- place supervisor not involved or implicated in the incident. See section 3.0 for further information about responding to hate/biased or racism incidents.

All NNDSB community members, including students and parents, who witness or otherwise become aware of a hate/bias incident, racism incident, or a hate crime involving or impacting a student or school climate is strongly encouraged to report it to the school Principal or Vice-Principal. If they

feel uncomfortable reporting it to school administration directly, they can use the Safer Schools! Reporting Tool, which includes an anonymous reporting option, found on the Near North website. Upon being made aware of an incident motivated by bias, prejudice, or hate, administration will, as soon as possible, determine and address the immediate, and potentially ongoing, safety needs of all impacted parties.

The Principal or Vice-Principal will also:

- Assess the impact before determining appropriate outcomes/consequences.
- Use a trauma informed approach
- Consider how the victim wants to engage in the next steps (i.e. seek victim input before asking for aggressor to apologize)
- Consider that victims can go beyond who was directly impacted or in proximity; through social media, for example, many other people can become aware of an incident and have harm caused to them.

Principals will consider the following when determining next steps for all parties:

- Scale, extent and intensity of the impact of the incident
- Number of parties involved or impacted
- Occurrence of a previous incident at the school, or previous involvement of the same alleged victim and/or perpetrator
- Risks to persons and/or property
- Legal and/or reputational risks to the NNDSB
- Public interest and impact
- Personnel capacity, subject matter expertise, and experience handling such matters
- Requirements to report to and consult particular parties under other relevant policies or procedures

Administrators are encouraged to seek additional Board supports when weighing these considerations, including members of the Equity/Well-being team, Indigenous Education Department, Mental Health and Safe Schools Teams.

## **Section 7.2 Procedural Steps When Imposing a Suspension Pending Expulsion**

When imposing a suspension pending expulsion the Principal is required to affect the following procedural steps:

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to orally inform the student's parent/guardian of the suspension (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control);
2. The Principal must inform the student's teacher(s) of the suspension;

The Principal in conjunction with the student's teacher(s) must organize school work to be provided for the student to be completed during the duration of the student's suspension.

The Principal must promptly provide written notice of the suspension to the student, the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control), the Superintendent of the school, and the Superintendent of Safe Schools;

The written notice of suspension will include:

- i. The reason for suspension;
- ii. The duration of the suspension;
- iii. Information about the ASP to which the student may be assigned if the suspension is for six (6) or more days;
- iv. Information about the investigation that the Principal will conduct under section 311.1 of the Education Act to determine whether to recommend that the student be expelled;
- v. A statement indicating that there is no immediate right to appeal the suspension, if the Principal does not recommend to the board that the student be expelled following the investigation under s.311.1 of the Education Act, the suspension will become subject to appeal under s.311.2 of the Education Act, and if there is an expulsion hearing because the Principal recommends to the board that the student be expelled, the suspension may be addressed by parties at the hearing.

If it is not possible to provide the letter to the student or to the student's parent/guardian, the letter shall be mailed, couriered, faxed or emailed to the home address within 24 hours.

If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.

If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

Where the incident that prompted the suspension is a violent incident as defined in PPM 120 the Principal shall complete a Violent Incident Report.

If the student commits to attend the ASP, then the ASP procedures set out in this Guideline shall be followed.

## **Section 7.2    Principal's Investigation of Expulsion**

The Principal shall conduct an investigation promptly following the suspension of the student to determine whether to recommend to the Discipline Committee that the student be expelled. As part of the investigation, the Principal will consult with the Superintendent of Safe Schools regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the student be expelled.

Before referring a student to the Discipline Committee of the Board for expulsion, the administration shall consider whether or not the recommendation might have a disproportionate impact on a student protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether or not accommodation is required.

Should the decision be made to refer the student to the Discipline Committee with a recommendation for expulsion, the student must be referred to and dealt with by the Discipline Committee within twenty (20) school days from the date of suspension (unless timelines are extended on consent). This does not include Professional Activity days or Board holidays.

Any police investigation will be conducted separately from the Principal's investigation and follow the procedures outlined in the *North East Police Protocol*.

As part of the Principal's investigation, the Principal shall:

- i) Make all reasonable efforts to speak with the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control);
- ii) Interview witnesses who the Principal determines can contribute relevant information to the investigation;
- iii) Make every reasonable effort to interview any witnesses suggested by the student, or the student's parent/guardian; and
- iv) Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the student be expelled.

### **Section 7.3 Decision Not to Recommend Expulsion**

Following the investigation and consideration of the mitigating and other factors, if the Principal decides not to recommend to the Discipline Committee that the student be expelled, the Principal must select on the following actions:

1. Consider whether progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly;
- or
4. Withdraw the suspension and expunge the record.

If the Principal has decided not to recommend an expulsion of the student, the Principal will provide written notice of this decision to the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control).

If the Principal has decided not to recommend an expulsion of the student, the Principal will provide written notice of this decision to the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control). The notice shall include:

- i. A statement of the Principal's decision not to recommend expulsion to the Discipline Committee;
- ii. A statement indicating whether the suspension has been upheld, upheld and shortened in duration, or withdrawn;
- iii. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
  - a. A copy of the Board policies and guidelines regarding suspension appeals;



- b. Contact information for the Superintendent Responsible for Safe Schools to whom the notice of appeal must be given;
- c. A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion. The Superintendent responsible for Safe Schools may extend the deadline for giving written notice of his or her intention to appeal if the person requests an extension to accommodate his or her disability;
- iv. If the length of the suspension has been shortened, notice that the appeal applies to the shortened length of the suspension.

#### **Section 7.4 Decision to Recommend Expulsion**

If a Principal, in consultation with the Superintendent of Safe Schools determines that a recommendation for expulsion is warranted, the Principal must refer the recommendation for expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the Principal suspended the student, unless the parties to the expulsion hearing agree upon a later date.

If the Principal has decided to recommend an expulsion of the student, the Principal will provide written notice of this decision to the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control). The written notice shall include:

- i. A statement that the student is being referred to the Discipline Committee to determine whether the student will be expelled for the activity that resulted in suspension;
- ii. The date and location of the expulsion hearing;
- iii. A link to the Board's guidelines and rules governing the expulsion hearing before the Discipline Committee (i.e. this guideline);
- iv. A link to the Board's Code of Conduct Administrative Guideline;
- v. A copy of the suspension letter;
- vi. A statement that the student and/or their parent(s)/guardian(s) has the right to respond to the Principal's report in writing at the time of the hearing;
- vii. Information about the procedures and possible outcomes of the expulsion hearing, including that:
  - a. If the Discipline Committee does not expel the student they will either confirm, confirm and shorten, or withdraw the suspension;
- viii. Parties have the right to make submissions as to whether, if the student is not expelled, the suspension imposed should be confirmed, reduced or withdrawn;
- ix. Any decision of the Discipline Committee with respect to the suspension imposed is final and cannot be appealed;
- x. If the student is expelled from their school, the student will be assigned to another school;
- xi. If the student is expelled from the Board, they will be assigned to a program for expelled students;



- xii. If the student is expelled there is a right of appeal to the Child and Family Services Review Board.
- xiii. The name and contact information for the Superintendent of Safe Schools with whom the person may contact to discuss any matter with respect to the expulsion hearing.

#### **Section 7.4.1 Principal's Report**

For the purposes of the expulsion proceeding, the Principal shall prepare a report to be submitted to the Discipline Committee of the Board. The report will also be provided to the student and the student's parent or guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control) at the time written notice of the recommendation for expulsion is given.

The report shall include:

- i. A summary of the findings the Principal made in the investigation;
- ii. An analysis of which, if any, mitigating or other factors or *Human Rights Code* related grounds might be applicable;
- iii. A recommendation of whether the expulsion should be from the school or from the Board; and
- iv. A recommendation regarding the type of school that would benefit the student if the student is subject to a school expulsion, or the type of program that might benefit the student if the student is subject to a Board expulsion.

#### **Section 7.4.2 Response to the Principal's Report**

Any person who is entitled to receive the written notice of the Discipline Hearing is also entitled to receive the Principal's report. Parent(s) or guardian(s), as well as the student, may respond to the report through oral submissions at the Discipline Committee at the time of the hearing. Written submissions can also be prepared by the parent(s), guardian(s) or student and provided to the Discipline Committee in advance or at the time of the hearing.

#### **Section 7.4.3 Meeting Prior to the Discipline Committee Hearing**

Prior to the Discipline Committee, the Superintendent of Safe Schools or designate may arrange a meeting with the student (if the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control) or the student's parent(s)/guardian(s) and student and the Principal, as appropriate.

If a meeting is arranged, will review the Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the student or the student's parent(s)/guardian(s) may have regarding the process or incident. During the meeting the Superintendent of Safe Schools or designate may assist to narrow the issues and identify agreed upon facts.

#### **Section 7.4.4 Restriction on Expulsion**

The Discipline Committee shall not expel a student if more than 20 school days have expired since the student was suspended, unless the parties to the expulsion hearing agree on a later deadline.

**Section 7.5    Expulsion Hearing by the Discipline Committee**

The Discipline Committee will conduct expulsion hearings as required by the *Education Act*, section 311.3. The hearing will take place on or before the 20th school day of the student's suspension. The Discipline Committee will be made up of a minimum of three trustees who will hear appeals, *in camera*, as required by section 311.3(9) of the *Education Act*.

Parties at the hearing are:

- i. Principal/Vice Principal(s) of the school in which the student is registered and/or Superintendent of Education responsible for the school in which the student is registered
- ii. Student's parent(s)/guardian(s) (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control) and the student;
- iii. Student's parent(s)/guardian(s) and/or adult students may be represented by legal counsel or attend with an advocate/agent or the support of a community member.
- iv. Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel.

The Superintendent of Safe Schools will prepare a package of documents for the Discipline Committee, which will include at least the following components:

- i. a copy of the Principal's Report; and
- ii. a copy of the original suspension letter and the notice of expulsion sent to the adult student or the student's parent/guardian.

#### **Section 7.5.1 Submissions and Views of the Parties**

At the hearing, the Discipline Committee shall:

- i. Consider the submissions, whether orally, in writing or both;
- ii. Solicit the views of all the parties as to whether the student, if they are expelled, should be expelled from his or her school only, or from all schools of the board;
- iii. Solicit the views of all the parties as to whether, if the student is not expelled, the board should confirm the suspension originally imposed under section 310 of the *Education Act*, confirm the suspension but reduce its duration or withdraw the suspension; and
- iv. Ask any party, or the student, where appropriate, questions of clarification.

#### **Section 7.5.2 Factors the Discipline Committee Must Consider in its Decision**

In making the decisions as outlined above, the Discipline Committee shall take into account:

- i) All submissions and views of the parties, including their views as to whether the student, if expelled, should be expelled from his or her school only or from all schools of the board;
- ii) Any mitigating and other factors prescribed by the regulations;
- iii) Any written or oral responses to the Principal's report provided before the completion of the hearing.

After completing the hearing, the Discipline Committee shall decide:

- i) Whether to expel the student; and
- ii) If the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the board.

### **Section 7.5 If Student is Not Expelled**

If the Discipline Committee does not expel a student, the board shall, with respect to the suspension originally imposed under section 310 the *Education Act*:

- i) Confirm the suspension and the duration of the suspension;
- ii) Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- iii) Quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

In determining which action to take with respect to the suspension of the student after it has been determined not to expel the student the board shall take into account:

- i) Any submissions made by the parties as to whether the suspension and its duration should be confirmed, the suspension should be confirmed but its duration reduced or the suspension should be withdrawn;
- ii) Any mitigating or other factors prescribed by the regulations.

The board shall give written notice to all persons who were entitled to be a party to the expulsion hearing:

- i) A statement indicating that the student is not expelled;
- ii) A statement indicating whether board has confirmed the suspension and its duration; confirmed the suspension but reduced its duration or withdrawn the suspension.

The decision not to expel a student and the decision with respect to the suspension is final.

### **Section 7.6 If Student is Expelled**

If the Discipline Committee expels a student, the board shall assign the student to:

- i) in the case of a student expelled from their school only, another school of the board; and
- ii) in the case of a student expelled from all schools of the board, program for expelled students.

Where the board decides to impose a school expulsion, the Superintendents of Education from where the student has been expelled and to where the student may be placed along with the Superintendent of Safe Schools will determine the placement of the student.

Where the board decides to impose an expulsion from all schools of the board the Superintendent of Safe Schools along with the Superintendent of Education from which the student is being expelled must assign the student to a program for expelled students.

The board shall give written notice of the expulsion promptly to all the parties to the expulsion hearing and the student (if the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental custody).

The contents of the notice must include the following:

- i) The reason for the expulsion;
- ii) A statement indicating whether the student is expelled from his or her school only or from all schools of the board;
- iii) Information about the school or program for expelled students to which the student is assigned;
- iv) Information about the right to appeal the expulsion, including the steps that must be taken to appeal.

### **Section 7.7 Expulsion Appeal**

The student's parent(s)/guardian(s) or the student, (if the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control) and such other person as is designated by the Child and Family Services Review Board, may appeal a Board decision to expel the student to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of Board decisions to expel students.

The decision of the Child and Family Services Review Board is final.

### **Section 7.8 Programs for Expelled Students**

Boards are responsible for determining the content and balance of the program for each student for both the academic and non-academic components of the program. The content and balance of the program for a student will depend on the needs of the student and the nature and severity of the behaviour that led to the expulsion.

Elementary school students shall be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario curriculum policy documents for elementary schools. Secondary school students shall be supported in continuing to earn credits towards their Ontario Secondary School Diploma through such options as credit completion and credit recovery.

A Student Action Plan shall be developed for every expelled student who makes a commitment to attend the board program for expelled students. See section 5.4 for more information. The SAP will be developed on the basis of the information gathered at a planning meeting. The SAP will build on the SAP that was developed for the student while they were on a long-term suspension pending expulsion.

The SAP will be developed by the school Principal or a system Principal in cooperation with appropriate staff, the student, and their parent(s)/guardian(s), if applicable. It is important that parents participate in the development and implementation of the SAP on an ongoing basis. Boards will make reasonable efforts to enable parents to participate by, for example, reaching

out to community members who can provide translation services for those whose first language is not English or French.

It is the responsibility of the Board to coordinate the types of support required to assist the student in continuing their learning. For students with special education needs, Boards shall provide appropriate support consistent with the student's IEP.

The SAP must contain both an academic and non-academic component. For both the academic and non-academic components, the SAP must outline:

- goals, objectives, and learning expectations;
- measures of success;
- strategies and types of support.

The SAP shall be reviewed on a regular basis to determine the student's progress in meeting the stated objectives in both the academic and the non-academic components of the plan. When a student enters a program for expelled students, all parties, including the student, must be made aware of the process for determining when the student has satisfied the objectives required for successful completion of the program and is therefore eligible to be readmitted to a school of the board. The student and/or their parent(s)/guardian(s) should be involved in the review of the SAP.

### **Section 7.9 Re-entry to School Following Expulsion**

A student who has been expelled from all schools of a board and/or their parent(s)/guardian(s), may apply in writing to the Superintendent of Safe Schools requesting that the student be readmitted to a school of that board. For a student who has been expelled from only one school of a board, and where the student and/or their parent(s)/guardian(s), wish that the student return to their original school, the student and/or their parent(s)/guardian(s), may apply in writing to a person designated by the board requesting that the student be reassigned to the school.

When the student has successfully met the objectives of the program for expelled students, as outlined in the SAP, the student must be considered for readmission to school. The Superintendent of Safe Schools shall determine whether an expelled student has successfully completed a program for expelled students or has satisfied the objectives required for successful completion of a program for expelled students. When a student is considered ready to be readmitted to school, a readmission meeting with the Discipline Committee shall be scheduled to provide approval of the student's return to school.

As part of the readmission meeting, efforts will be made to include the student's parent(s)/guardian(s), (if applicable) or other significant family member(s), as well as the student. If the parents cannot be present, the meeting shall proceed nevertheless, and the Superintendent of Safe Schools or designate must attempt to follow up with the parent(s)/guardian(s) of the student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals will also be included in the meeting.

The school Principal or system Principal shall create a report for presentation at the readmission meeting that will include the student's achievements related to:

- Academic goals of the Student Action Plan;
- Non-academic goals of the Student Action Plan;
- Any and all relevant information related to goals achieved or skills developed that would support the student's readmission to school;
- The likelihood of re-offence should the student be returned to school;
- A proposed re-entry process for a successful transition back to school;
- Identification of the types of support needed to sustain the student's learning.

Where a student seeks to be re-assigned to the school from which they were expelled, the Discipline Committee will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable. Following consideration of the principles of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

### **Section 8.0 Administrative Transfer**

Following an incident at the school, it might be necessary to transfer to another school the student who has been disciplined or the victim for safety reasons and/or for compliance with an Order of the Court or police restrictions. In all cases where possible, the student who has been disciplined should be transferred rather than the victim.

The decision to transfer a student to another school shall only be made by a superintendent in consultation with the sending and receiving school Principals and shall be made only where it is consistent with the *Human Rights Code*.

When it has been determined that a student will be transferred to another school, the Principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the Principal's opinion to ensure a successful transition, which might include, where appropriate, referrals for mental health services, and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the student has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the Student Action Plan (SAP) developed for suspension purposes.

The Principal of the sending school shall invite the student if they are at least 18 years old (or if they are 16 or 17 years old and have withdrawn from parental control) or parent(s)/guardian(s) and the student, where appropriate, to a transfer meeting with representatives from both schools (including teachers and other school staff) at the receiving who will have regular direct contact with the student being transferred for the purpose of reviewing the Transition Plan.

In accordance with PPM No. 145, the transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class. The receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting. Prior to the start of the transfer meeting, the Principal must inform



all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

### **Section 8.1 Re-entry to School Following Administrative Transfer**

A student who has been administratively transferred from a school of a board and/or their parent(s)/guardian(s), may apply in writing to the Superintendent of Safe Schools requesting that the student be readmitted to the school.

The Superintendent of Safe Schools will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable. Following consideration of the principles of equity and inclusion, the Superintendent may uphold the administrative transfer or agree to remove it, thus allowing the student to return to their original school. Notice of this decision will be provided in writing.

### **Section 9.0 Delegation of Authority**

Section 300.1 (1) of the *Education Act* states that a Principal of a school may delegate in writing any of his or her powers, duties or functions under Part XIII to:

- a) a teacher employed in the school;
- b) Vice-Principal of the school.

Section 300.1 (2) qualifies the above in that a teacher who is not a Vice-Principal may only act under a delegation under this section if the Principal and Vice-Principal of the school are absent from the school. PPM 145 also addresses the issue of delegation of authority with respect to Vice-Principals and teachers in charge.

Those who are delegated authority for discipline matters must respect and implement their duties and decisions as required by the *Education Act*, Board policies and procedures, Ministry of Education Policy Program Memoranda and the *Human Rights Code* of Ontario.

Delegation of authority forms are available on the staff portal.

### **Section 9.1 Vice-Principals**

Delegation may include all authority of the Principal under Part XIII of the *Education Act* except the final decision regarding a recommendation to the board to expel a student and the authority to suspend a student for six or more school days.

### **Section 9.2 Teachers in Charge**

The Principal's authority under Part XIII of the *Education Act* may only be delegated in writing to a teacher in the absence of the Principal and Vice-Principal and must respect the terms of all applicable collective agreements.

Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to board direction. The teacher must report all details of the initial investigation to the Principal as soon as possible.



The teacher must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion that are received from staff or others during the Principal's absence. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents of a student who has been harmed as the result of a serious student incident and the parents of the student who has engaged in the activity. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether he or she should call the parents, the teacher should contact the Principal or supervisory officer for direction. The Principal or Vice-Principal will follow up with the parents as soon as possible.

Title:	Revised Administrative Guideline: School Openings, Closures and Consolidations
Contact:	Superintendent Gay Smylie
Date Submitted:	March 2025
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:	That the Board of Trustees receive the updated School Openings, Closures and Consolidations Administrative Guideline as an information item.

## **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	<ul 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> </ul>
Ontario Scholar Certificates	<ul 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> </ul>
Photos of Individuals, Teams, Groups, etc. taken by unknown photographers	<ul 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> </ul>
School Building Photos and Builders Plaque	<ul 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> </ul>
School Council Awards, Leadership Awards	<ul 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> </ul>
Special Event books, informal school histories	<ul style="list-style-type: none"> <li>1) These will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years.</li> </ul>
Time Capsules	<ul 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> </ul>



<b>Title:</b>	<b>Director's Update</b>
<b>Contact:</b>	Craig Myles, Director of Education
<b>Date Submitted:</b>	Board Meeting March 18, 2025
<b>Welcome</b>	<p>Welcome everyone, it is hard to believe that the March break is behind us and that the Easter break quickly approaches. My update this evening is focussed on our students and the incredible things they accomplish. What is also incredible is the way that they accomplish these things through innovative learning, determination, and multiple competing deadlines. Our incredible educational community is with them, supporting, guiding and cheering them on.</p>
<b>Student Activity</b>	<p>Chippewa SS students in French language classes celebrated Mardi Gras in cross curricular learning by making carnival masks and learning the carnival traditions in various countries.</p> <p>Mapleridge PS has been celebrating their students who are demonstrating great character. Twice per month students are nominated by their teachers and receive a special bracelet with a positive message. We are so proud of them. Mustang pride!</p> <p>A huge congratulations to all of our Sunset Park PS families! Their February food drive raised more than 1200 pounds of food. What an amazing accomplishment!</p> <p>The students in grades 5 and 6 at Mattawa District PS have been learning about electricity and energy. To end their units, they went on a trip to the Otto Holden Generating Station. This trip allowed them to ask questions of experts in the field and see first-hand how Mattawa's electricity is made.</p> <p>Parry Sound HS held a Virtual Math Night for parents and caregivers of Grade 7-12 students on February 19. Parents and caregivers learned about math supports available for grades 7-12 students. The event included information about free online math tutoring supports, virtual resources and tools for students, an overview of secondary math courses and pathways and information about the grade 9 EQAO math assessment.</p>
<b>OFSSA Activity</b>	<p>Chippewa SS hosted the AA OFSSA Girls' volleyball championships at the beginning of March. Thank you to the staff and their teams of helpers for running a great event and banquet for the athletes. We also would like to</p>

<p><b>Special Olympics</b></p>	<p>thank Canadore College for co-hosting the event, allowing the use of the new dome and main campus gym.</p> <p>Chippewa alumnus Dr. Nagasawa of Bay Psychology became a platinum sponsor of the AA Girls' OFSAA Volleyball championships. Dr. Nagasawa recognizes the importance of youth sport and the positive impact it has on the overall health and well-being of student-athletes. It would be very difficult to run provincial championships like this one without the support of the North Bay community as a whole and individual supporters like Dr. Nagasawa.</p> <p>West Ferris SS co-hosted the OFSAA Boys' basketball championships and I was pleased to have made some time in my schedule to attend and cheer our team.</p> <p>We were also well represented at the NOSSA curling tournaments. These championships serve as qualifiers for the OFSAA provincials.</p> <p>Many of our Special Olympics athletes have qualified in athletics for the Provincial Summer Games in Brantford this July. Seven of these athletes are from West Ferris SS: Matthew Ethier, Malakai Ayotte, Elizabeth Ritchie-Rousseau, Aidan Restoule, Riley Bell, Jackson Battistoni, and Logan Kane. Richard Fyfe from Chippewa SS also qualified. These athletes will be competing against approximately 300 athletes to qualify for the 2026 National Games in Moosejaw Saskatchewan. Joining these athletes are coaches Lesley Lyons, former student Hannah Lyons and Rob Saunders.</p> <p>Along with the provincials, Riley Bell has also qualified in Athletics at the Canada Games this August in St. John's Newfoundland.</p> <p>We are so proud of all our athletes and their accomplishments.</p>
<p><b>Excellence in relationships and Teaching and Learning</b></p>	<p>Congratulations to educators Scot Quarrington of West Ferris SS and Shawn Plamondon of Chippewa SS who were named recipients of this year's OFSAA Leadership in Sport Award, which recognizes an educator who has made significant contributions to youth sport through coaching and convening.</p>
<p><b>Excellence in relationships</b></p>	<p>There continue to be initiatives that encourage students and their families to support less fortunate people in our communities. Congratulations to Sunset Park PS, for recently collecting more than 1,200 pounds of food for the North</p>

	Bay Food Bank, and Woodland PS collecting 3,740 items and \$40 towards the Period Promise campaign.
<b>Administrative Guidelines for Consultation</b>	<p>Draft Administrative Guidelines are placed on the website for the public consultation phase. Feedback will be collected for days. To improve efficiency and communication, and to accommodate trustee and public input, we have adjusted the process so that AGs are brought to the board meeting as an information item before being posted for public consultation the following day. This ensures trustees and the public are clearly notified when the AG is posted and will have the full 30-day period to respond.</p> <p>Currently the following AGs are posted for consultation: Project Requests – Capital and Other.</p> <p>As documents are added for consultation, they are placed here:  <a href="https://www.nearnorthschools.ca/board/administrative-guidelines/">https://www.nearnorthschools.ca/board/administrative-guidelines/</a> </p>



# MYSP 2024-2025 MID-YEAR REPORT

## Abstract

Quantitative and Qualitative Information for the Board of Trustees  
as requested by the MYSP Committee  
Year 2024/2025

# Teach, Learn, Grow, Thrive

At the request of the MYSP committee, the Mid-Year Report provides a focused scope on the four MYSP pillars. This report is provided to the MYSP committee at the mid-year meeting of the current school year.

It is important to recognize that this data, while important, is a small part of the significant progress NNDSB continues to make toward the realization of the Near North District School Board's Multi-Year Strategic Plan (MYSP) priorities. Contained herein, is summary information on progress toward meeting the NNDSB MYSP priorities of excellence in teaching and learning, excellence in relationships, excellence in communication, and excellence in innovation.

## Excellence in Teaching and Learning

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

2021-2023 represented several years of learning recovery for students. The period marked significant change as we flexed to meet the unique needs of all learners in a safe and inclusive learning environment. Safe schools and mental wellness initiatives are always a top priority but were even more so in the return to the classroom. In 2023-24 NNDSB collaborative work to support learner engagement and wellbeing continued to be significant. In 2024-25, the work continues to evolve in core learning Literacy, numeracy, and de-streamed curriculum which brings us data of significant growth in teacher capacity and student learning. Professional development allows educators to engage in learning that addresses curricular expectations meaningfully. Efforts continue in supporting all students in engaging ways in an effort to increase attendance fidelity.

Highlights in the MYSP Pillar of Excellence in Teaching and Learning include but are not limited to:

- Mental Health Team and select system leaders trained in preventative and restorative Circles with the Institute for Restorative Practices. Currently developing a gradual release of responsibility program model to support educators in bringing this practice into their classrooms to create a positive learning environment, build social capital, and resolving relational issues.
- All school board staff trained in The Third Path, a relational approach to education.
- Regulated mental health professionals trained in [PreVenture](#), a pilot project in collaboration with School Mental Health Ontario (SMHO) and Youth Wellness Hubs Ontario (YWHO) to promote mental health and delay substance use among grade 8 students at 2 schools in the spring of 2025.
- To support teachers and students with behavioural strategies in NNDSB schools, additional staff with expertise in behaviour have been hired and are becoming established in their roles.
- Implementation of strategies such as [Applied Behaviour Analysis](#) (ABA), [Behaviour Management System](#) (BMS) and [Collaborative Problem Solving](#) (CPS) for students with challenging behaviours to accommodate their behaviour needs and allow them to realize their full potential.
- Education staff to support reading intervention boosted from 3.5 to five school allocated facilitators and one Itinerant Reading Specialist Lead in addition to the team of four Itinerant School Based Literacy Facilitators.
- Literacy focused LIFT projects include Step up to Writing, Writing Revolution.

- Increased use of [Knowledgehook](#), [MathUp](#) and [DreamBox](#) at the elementary level to support high impact instructional practices, student engagement, and responsive instruction and intervention in Mathematics.
- Intentional use of the MathUp digital professional learning resource to build educator content knowledge, while creating a positive math learning environment and school math culture.
- Pilot of Numeracy Intervention program at the Grade 3 level to support gap-closing and support for students working below grade-level on basic number sense concepts.
- Use of Knowledgehook Short Cycles of Learning to measure growth, determine areas for re-teaching, and implement targeted interventions in Mathematics.
- Introduction of NNDSB Long Range Plans and Scope and Sequence documents to support effective planning and instruction in Math from Grades 1 to 8.
- Math monitoring and skill development for students with a math learning disability in an effort to close gaps and improve achievement of grade level expectations.
- Learn Style Tier 3 reading supports for grade 7-10 students.
- Expanding Educator PD in Literacy initiatives in agreement with the [Ontario Human Rights Commission](#) (OHRC) [Right to Read Report](#).
- NNDSB continued the [Transition to School \(TTS\) Program](#) in partnership with One Kids Place.
- Educators increased their understanding and use of literacy and mathematics diagnostics and literacy screeners to better support student strengths and needs.
- Increased involvement in Outdoor Ways of Learning (OWLS) and the OWLS mentorship program in partnership with the Canadian Ecology Centre.
- Educators continue to support their students' understanding of the importance of being eco-friendly and aware, through [ecoschools](#) Canada programming. Active planning with the elementary schools includes Sundridge Centennial PS, Nobel PS and McDougall PS. Secondary schools include West Ferris SS and Parry Sound High School. (Project examples: Environmental Literacy, Take Me Outside, WWF Earth Hour, Community Clean Up, Idle-Free Zone and more).
- Near North Learning Innovation for Teachers (Lift) projects and Experiential Learning projects- included many elementary and secondary schools involved in projects that support student well-being, equity and mental health. School teams are focusing on UDL, differentiated Instruction, culturally relevant and responsive resources to support all student identities and supporting the mental well-being of students.
- Special Education Department's central Psychology Team offered a professional learning session for secondary (grade 9) mathematics teachers. NNDSB's Lead Psychologist presented information regarding understanding students with learning disabilities (LD) and best practices to support them.
- revised referral and support model. Members of the team, including Special Education Coordinators, Behaviour Management Systems (BMS) Consultants and Coaches, a Behaviour Analyst, Behaviour Assistants and Mobile Team Teachers, work to support school-based referral navigation and service delivery.
- Indigenous Language (IL) teachers engaged in a 2-day Intensive Grammar course with Ninaatigoons Learning on October 3<sup>rd</sup> and 4<sup>th</sup>, 2024. IL teachers also gathered on August 29<sup>th</sup> and September 27<sup>th</sup> – teachers were asked to share activities with their colleagues, this resulted in all teachers accessing many new practices and resources to implement into their classrooms.



# Excellence in Teaching and Learning

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

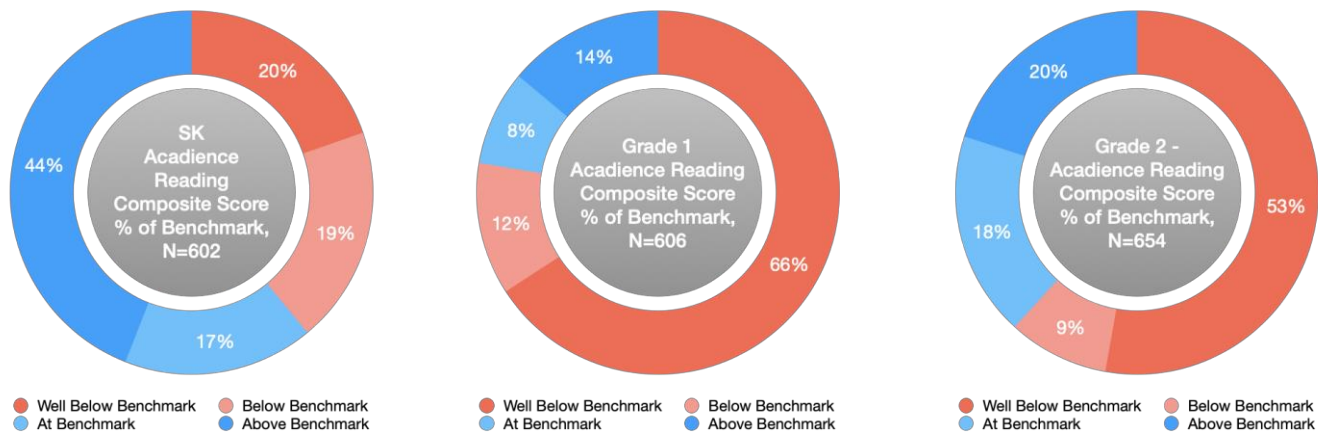
## Quantitative Data Points

- Metric #1 - Literacy
- Metric #2 - Mathematics

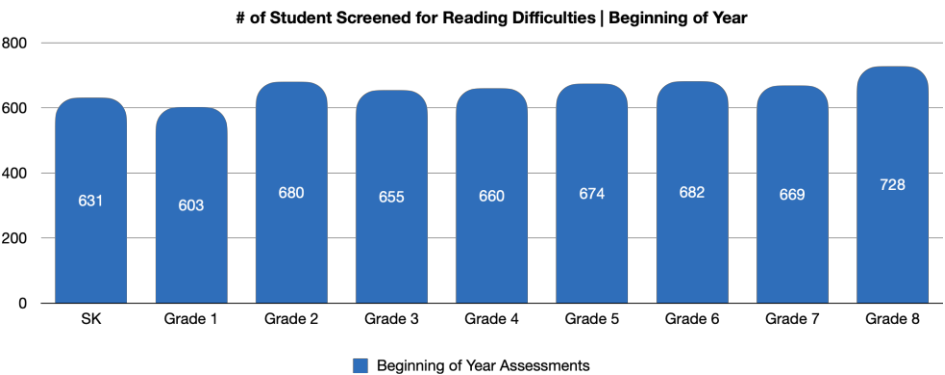
### Metric #1 - Literacy

#### September-November 2024

Acadience Reading “Beginning of Year” composite score benchmark - September-November 2024



**Acadience Reading Assessments:**  
Even before the release of the Ontario Human Rights Commission’s (OHRC) [Right to Read Report](#), Near North District School Board staff engaged educators in all elementary schools to implement the Acadience K-6 Reading assessment tools. In 2024-25, NNDSB educators have indicated they are comfortable with the screening tool and now use it to equip themselves with valuable information about student literacy, strengths, and needs. Acadience Reading helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support.



5982

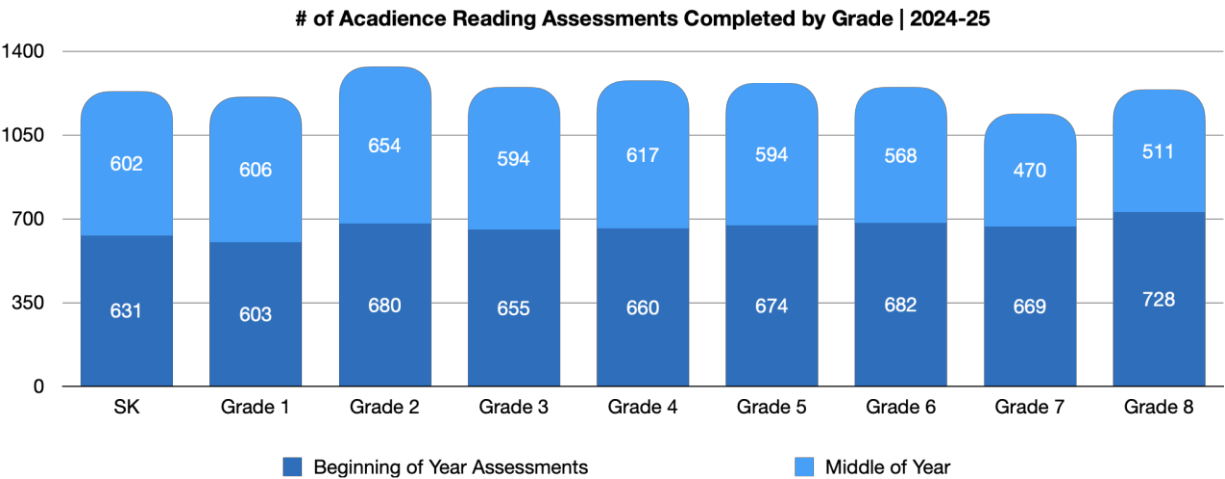
K-8 students were screened for reading difficulties September to November 2024. This is 1318 more than in 2023.

# September 2024 to January 31, 2025, Mid-Year Data

Near North District School Board has been working with educators in all elementary schools to implement the Acadience K-8 Reading assessment tools. Acadience Reading helps teachers identify students at risk for reading difficulties and determine the skills to target during instruction or intervention.

11 198 Acadience Reading assessments were completed between September 2024, and January 31st, 2025 - (including both beginning-of-year and middle-of-year assessments).

97% of all SK-Grade 3 students received Beginning-of-Year literacy screening assessments to support the identification of students struggling with their reading and to help ensure that they receive instruction specific to their learning needs.



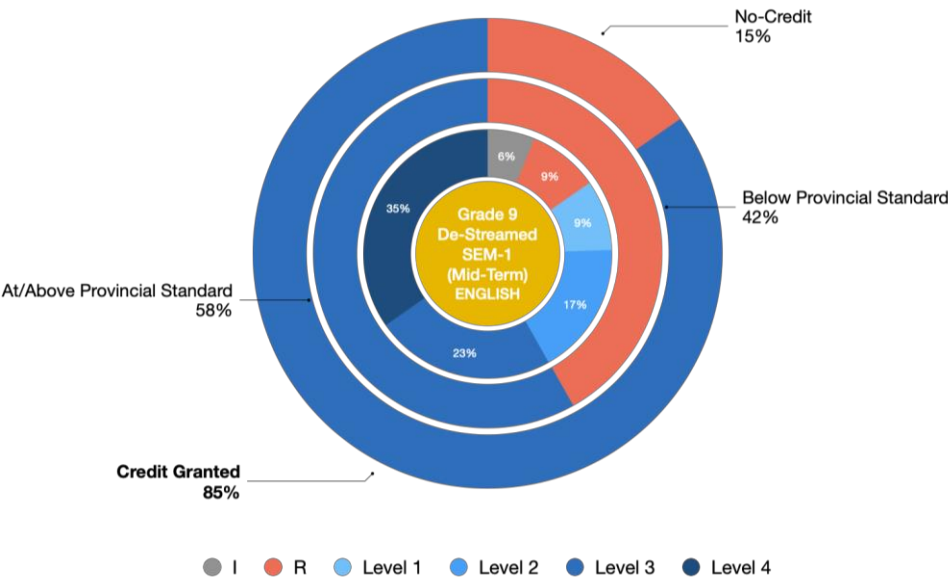
11198

Acadience Reading assessments were completed between September 5th, 2024. and January 31st, 2025 - (including both beginning-of-year and middle-of-year assessments).

## September to November 2024, Semester 1: Report Card Achievement (Mid-term)

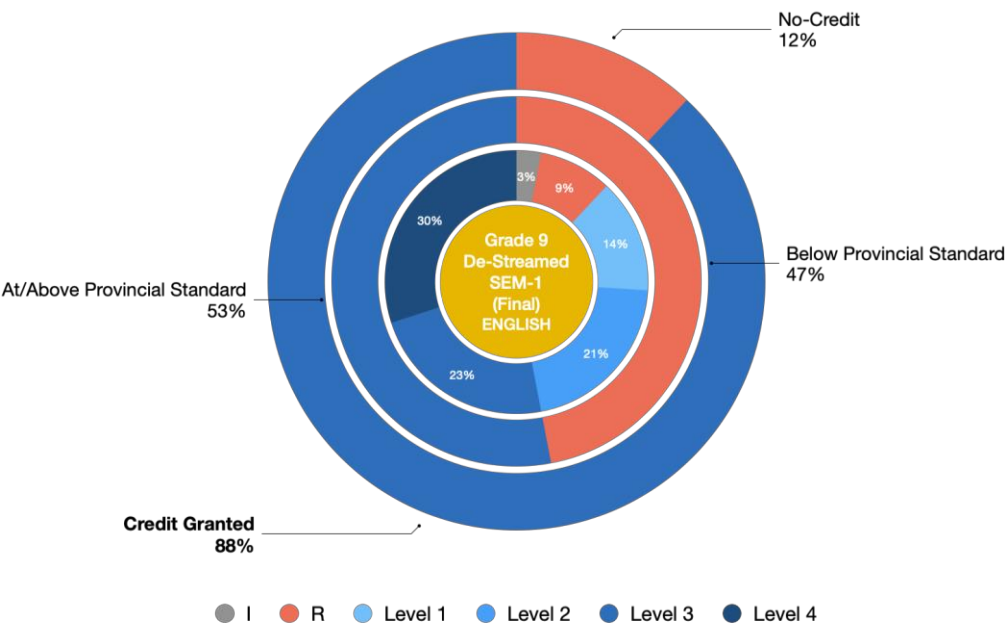
85%

of NNDSB grade 9 students were on track to earn their grade 9 English credit as of November 2024.





# September 2023 to January 2024 Mid-Year Data: Grade 9 English Report Card Data

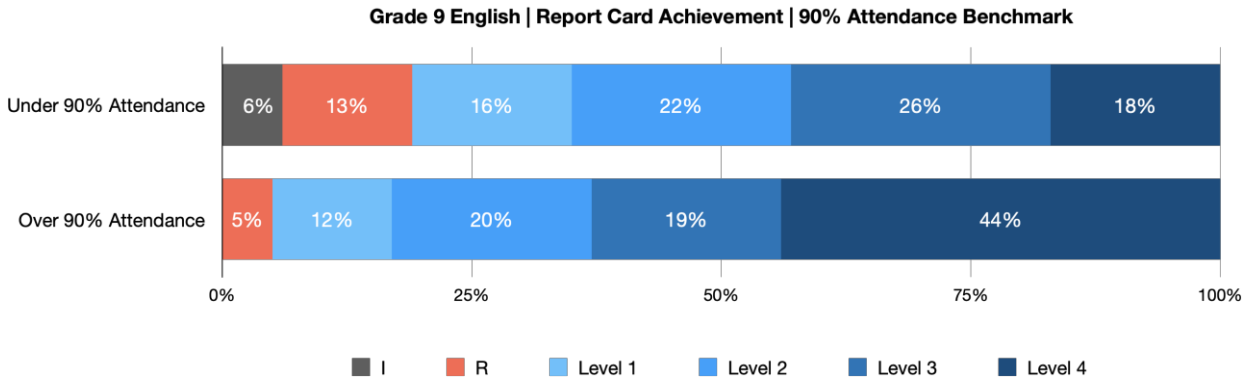


88%

At the end of Semester 1, 88% of Grade 9 students (n=284) earned the De-streamed English credit. A credit is granted and recorded for every course in which the student’s final percentage mark is 50 per cent or higher. This represented a 3% increase from 85% of students who were on track to earn the credit during the November mid-term reporting period.

## Attendance Benchmarks

Student attendance continues to be an area of concern. 19% of students who were absent more than 10% of the instructional time achieved a mark below 50% or “I” which indicates insufficient evidence. Over 95% of students who attended 90% or more were successful in achieving the grade 9 de-streamed English credit. This information has inspired focused professional learning sessions for Grade 9 de-streamed teachers. Student engagement is critical to student success. Educator learning continues to focus on effective language and literacy instructional approaches that are grounded in scientific evidence and are student-centred and asset based. Culturally responsive and relevant approaches to learning leverage student’s lived experiences, strengths, passions, interests, and cultural resources. The NNDSB district Student Achievement Plan monitors the percent of students whose individual attendance rate is equal to or greater than 90 percent. The relationship between attendance and achievement in Grade 9 de-streamed mathematics can be viewed below: **Below: Literacy achievement Data drawn in January 2025 considering attendance factors.**

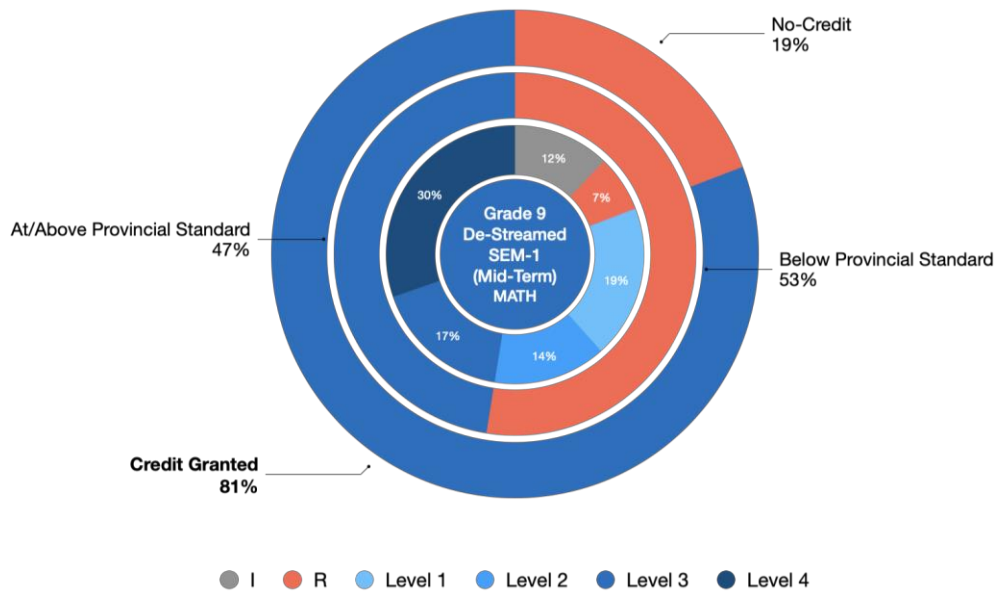


Metric #2- Mathematics

September to November 2024, Semester 1: Report Card Achievement (Mid-term)

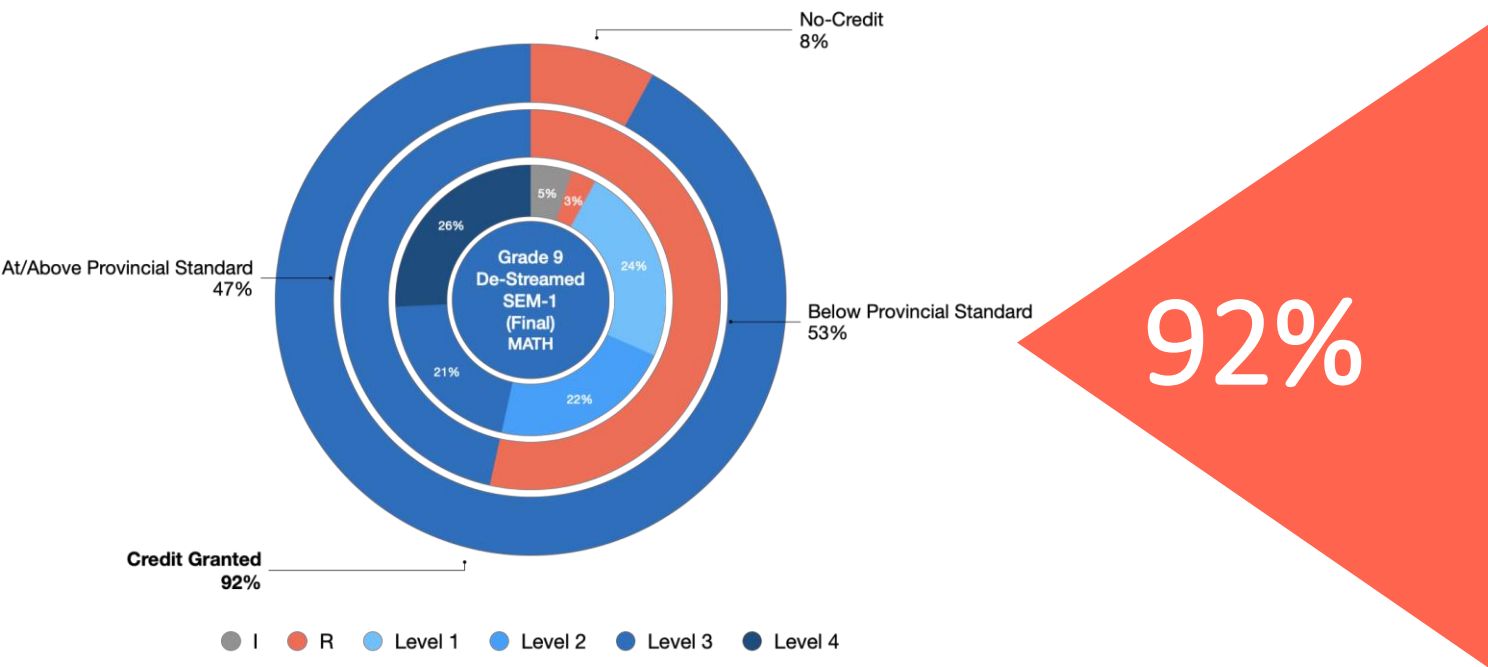
81%

of NNDSB grade 9 students were on track to earn their grade 9 mathematics credit in November 2024



81% of Semester 1, Grade 9 students were on track to earn the De-streamed Math credit at the mid-point of the semester. A credit is granted and recorded for every course in which the student’s final percentage mark is 50 per cent or higher. Student attendance continues to be an area of concern. Students who were absent more than 10% of the instructional days during Term 1 were 8 times more likely to achieve a mark below 50% or “I” indicating insufficient evidence. Targeted Student Success activities are informed by mid-term achievement, among other indicators.

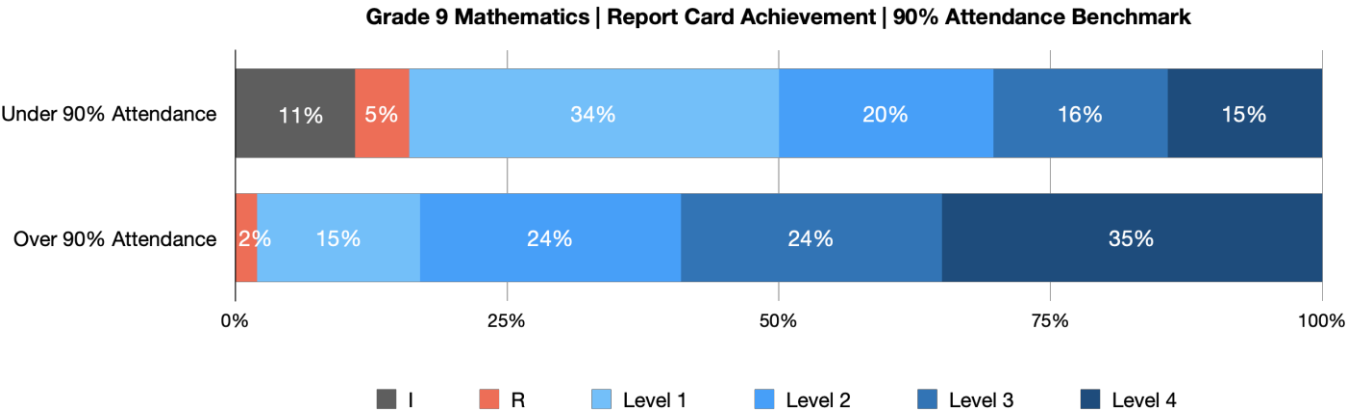
September 2024 to Jan 31, 2025, Semester 1, Report Card Achievement (Final)



At the end of Semester 1, 92% of Grade 9 students (n=326) earned the De-streamed Math credit. A credit is granted and recorded for every course in which the student’s final percentage mark is 50 per cent or higher. This represented a 11% increase from 81% of students who were on track to earn the credit during the November mid-term reporting period.

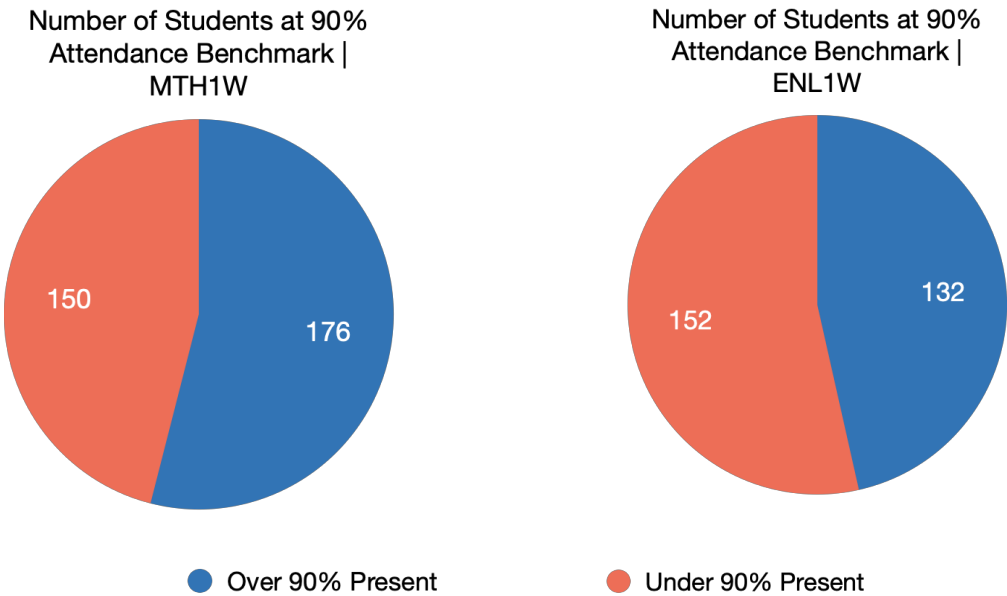
**Attendance Benchmark:**

It is a goal of the district to **improve students’ participation in class time and learning**. Research has shown that when students are absent from class for 10% or more of the instructional time, there is often a negative impact on achievement. Our district Student Achievement Plan monitors the percent of students whose individual attendance rate is equal to or greater than 90 percent. The relationship between attendance and achievement in Grade 9 de-streamed mathematics can be viewed below:



16% of students who were absent more than 10% of the instructional time achieved a mark below 50% or “I” indicating insufficient evidence. 98% of students who attended 90% or more were successful in achieving the grade 9 de-streamed math credit.

Attendance information has inspired ongoing conversations during professional learning sessions for Grade 9 Mathematics and English de-streamed teachers. Student engagement is critical to student success. Educator learning continues to focus on high impact instructional practices that cultivate an inclusive environment in which all students can optimize learning.



# Excellence in Innovation

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

Near North District School Board continues to be recognized provincially for proactive and innovative actions toward student achievement and well-being. Collaboration across the system resulted in the expansion of experiential learning that meets the needs of marginalized youth and adults with the launch of several new experiential opportunities for students.

## Highlights in the MYSP Pillar of Excellence in Innovation include but are not limited to:

- Acquisition of RISE cloud-based student services student and class profile software platform, which provides tools that are rooted in current educational and evidence-based practices and designed for all educators. RISE will initially replace the current IEP composer and be used to facilitate special education referrals to central psychology, speech and language and behaviour services. RISE is a key strategy to ensure that the focus of all educators and professionals is on student growth, well-being and success.
- Expansion of the SHSM Program offerings across Secondary Schools in the board. Northern Secondary School also received expansion funding for the 2024-2025 school year, to support their cooperative education programs to promote SHSM enrolment and growth, particularly in the Mining sector.
- Entrepreneurship Pilot Project is in its third year, engaging business students in business initiatives.
- Queens Park Legislature Trip – Grade 10 Civics students have been invited to take part in a tour, funded and supported by the Ontario Ministry of Education.
- Research and purposeful purchase of digital resources to support teachers in enhancing and providing just right, individualized learning for students in Literacy and Numeracy.
- Fine tuning of Data Dashboards for the system and all schools and PD for Principals in mining valuable data in the interest of student achievement and wellbeing.
- Increasing opportunities for Technological learning through successful application to [Career-Ready with CTMA: Expanding Opportunities program](#). 49 school boards submitted applications for over 111 Manufacturing Technology programs across the province. Two schools in the NNDSB were accepted for Phase 4 Funding" Almaguin received \$40,000.00 West Ferris received \$40,000.00. The programs received equipment to support student learning, and teacher workshops to support their delivery of learning with the new equipment.
- [Ontario Power Generation](#) Tours (OPG): Members of the OPG team provided a series of onsite tours to showcase the various career pathways available at OPG. The guided tour included visits to three generating stations in our area: Elliott Chute, Bingham Chute, and Crystal Falls. NNDSB is excited to partner with the OPG Team to offer new and exciting opportunities for students and educators.
- [Degagne Carpentry](#) Tour: OYAP and Degagne Carpentry offered a unique experiential learning opportunity for educators to experience the skilled trades from the vision of a local building contractor and various skilled trades professionals. Participants received a guided tour of three construction sites at different stages of the build process.
- Monthly Sick Kids Child Psychiatrist Consultation - following a pilot with 2 schools in 2023-24, NNDSB expanded for the entire board to receive 4.5 hours per month virtual consultations. School teams present students (with no identifying information) who are experiencing significant mental health and behavioural challenges for advice on strategies and next steps. This is offered by Sick Kids at no financial cost to the board.
- NNDSB has secured a grant for Indigenous language revitalization which will help to support the succession planning of NNDSB students/graduates through the development of language camps with the goals of increasing students choosing Indigenous languages in grade 4-12.

# Excellence in Relationships

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture. Together, we model our stated values, we practice acknowledgement of others, and we continuously meet student needs.

Near North District School Board values community partners. NNDSB partnerships continue to grow stronger. It is clear that the community values Near North School Board as a trusted partner in serving NNDSB communities, NNDSB students and future students.

## Highlights in the MYSP Pillar of Excellence in Relationships include but are not limited to:

- Membership and participation in standing local committee meetings and structures for child and youth well-being: Planet Youth Project, VTRA (Violent Threat Risk Assessment) Community Working Group, Muskoka Nipissing Parry Sound Child and Youth Planning Table, Gateway Hub Steering Committee, Health Unit and Mental Health Leads, Crisis Care Pathways.
- Right Time, Right Care Implementation Committee formed in Fall 2024 with the four school boards and [Hands TheFamilyHelpNetwork](#) to support Priority and Partnership Memorandum (PPM) 169: Student Mental Health Directive #2: Joint Local Planning with Community-based Child and Youth Mental Health Providers to support the implementation of a coordinated mental health care system in local communities.
- Collaboration with the four school boards, the North Bay Regional Health Centre (NBRHC) and the Mental Health and Addiction Nurses through [Ontario Health atHome](#) to continuously review and adjust the service pathway to and from the NBRHC Emergency Room for mental health presentations and Child and Adolescent Mental Health Unit (CAMHU) to ensure students experiencing a mental health crisis are receiving wrap-around support at the point of discharge.
- Review and revise policy and procedures around community partnership agreements with agencies providing mental health services.
- Monthly Sick Kids Child Psychiatrist Consultation with school teams to advise on strategies to support students with significant mental health concerns.
- Partnering with the YMCA Fill the Bus Campaign to bring awareness to the students and the community regarding the importance of Camp for kids as an extension of the school learning throughout the year. Continued ways to connect with the YMCA will be ongoing in other aspects of programming and financial support for our NNDSB Students.
- Partnership with the North Bay Parry Sound Health Unit for Planet Youth- we have received funding from Planet Youth to support student well-being projects and initiatives. Near North schools participating in the Planet Youth project have all received this funding. Equity Coaches, Student Success leads, and admin are working together to support these student well-being projects.
- 2<sup>nd</sup> annual Pathways Fair in partnership with Children's Aid Society and all school boards to support students transitioning from secondary to post-secondary or the workforce- Guest Speaker is motivational speaker Jamie McMillan- Advocate for the Skilled Trades and Mental Health. Many community agencies attended.
- Partnership with School Mental Health Ontario- Leading Mentally Healthy Schools, SMHO has developed guidance and resources to support school administration. NNDSB leads attend regular learning sessions with SMHO to receive professional development on these resources to support students, school administration and all staff and families. Lana and I have provided professional development to all Near North Administrators, Grade 7/8 and Grade 10 teachers on the new SMHO mental health learning modules.
- TOROS – sponsorship support – Cementation, Redpath, Rona, Toyota, YMCA.
- Partnering with Canadore College to increase placements for Early Childhood Educators.

- Continued work with partners in Mattawa and West Nipissing to endeavour to expand the [Personal Support Worker Program](#) held in North Bay and Parry Sound to also include Mattawa with plans for west Nipissing.
- Partnering with local tech-based businesses for Guidance staff to explore careers in technology for students.
- Increased engagement in Equity Advisory Circle (EAC). NNDSB welcomed three new community agencies/organizations to EAC for the 2024-2025 school year: Canadore College, The Drop in Parry Sound and the Community Engagement and Promoter from the NBPS Health Unit. We are so excited to have new these members join the Near North EAC to collaborate and learn with us.
- We continue to celebrate the contributions of community organizations in supporting our student nutrition programs through media releases and social media posts. By amplifying the work of these organizations, we shed light on the needs that exist in our school communities.
- Indigenous Youth Circle increasing partnerships with community such as local police services for *Stuff the Cruiser* campaigns.
- Grant partnerships through first Nations partners to support Indigenous youth and move toward truth and reconciliation.

## Excellence in Communication

The Near North District School Board is committed to promoting public confidence and community support in public education. Effective communication provides opportunities to share accurate and reliable information and clarity of goals as we seek to attain the vision, mission, and priorities that build stronger relationships.

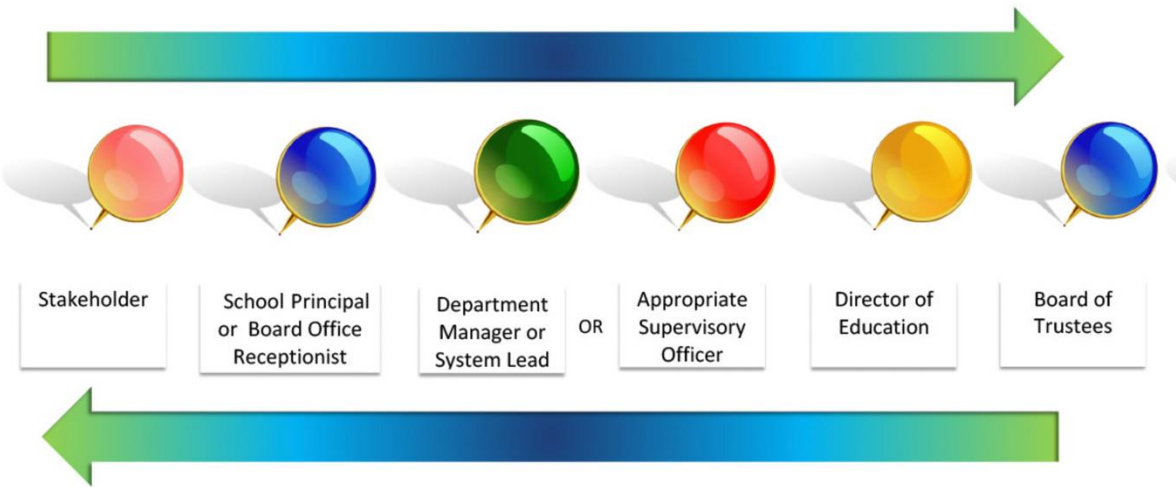
We continue to endeavour to increase and improve communication based upon feedback from stakeholders and rightsholders as we strive for excellence in reaching all students, staff, parents, and community members.

### Highlights in the MYSP Pillar of Excellence in Communication include but are not limited to:

- Near North parent web accounts to support parents and guardians with increased engagement in their child's learning and access to NNDSB-specific resources.
- Attendance was introduced in 2024 in [Edsby](#) so parents can now view and submit attendance information online.
- Multiple and varied forms of leadership communication meetings held on a regular basis.
- Monthly letter to families.
- Monthly Near North Matters Newsletter for staff.
- Continuous good news stories and important dates and events posted via Facebook.
- Continuous good news shared via media release.
- MYSP parent information sessions implemented beginning in October 2023 have continued twice annually.
- Posting of important reports like the MYSP strategic plan mid-year and end of year reports and the annual Director's Annual Report on the website.
- Website redesign continues, with sections/departments being updated on an on-going basis.
- Elementary school websites have all received a uniform update including increased information.
- Communication to the consortium is more effective, with NPSSTS now posting on Facebook early in the morning.
- Media Communications training for Principals and Vice Principals.
- Communications and privacy training for leaders.
- CBC Morning North remote from F.J. McElligott SS in September.
- Continued sharing of board and school-level information on social media.
- Continued promotion of important events/deadlines/programs on social media.

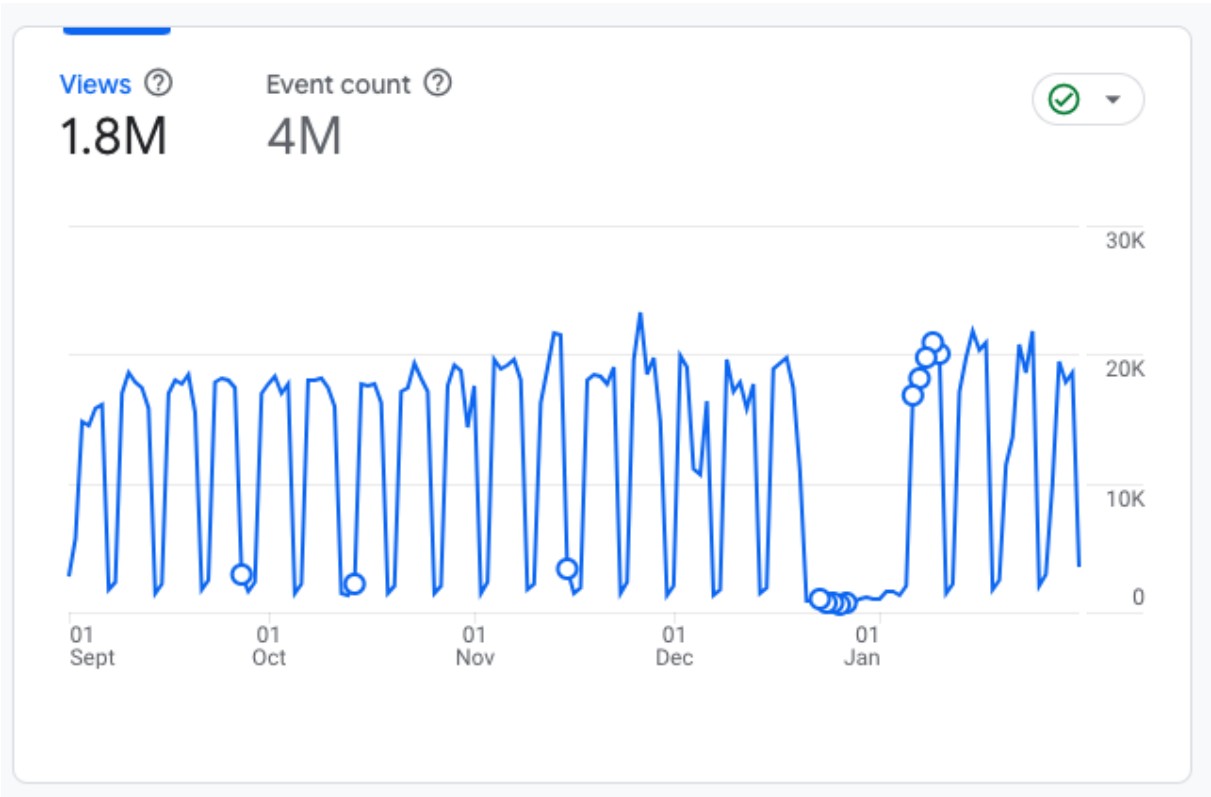


The Communications team continues to ensure that incoming queries are directed appropriately to ensure streamlined and timely communication for parents, staff and the public.



**NNDSB Website Sept.1, 2024 – January. 31, 2025**

Total page views for the Sept. to Feb. period numbered 1,790,870.



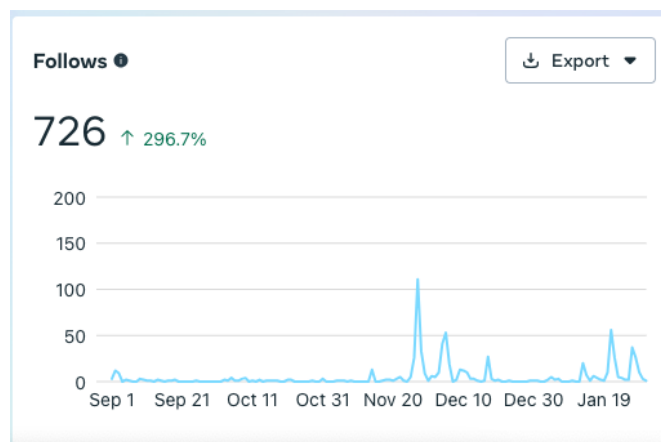
	Page title and screen class	Views	Active users	Views per active user	Average engagement time per active user	Event count All events
<input checked="" type="checkbox"/>	Total	1,790,870 100% of total	312,808 100% of total	5.73 Avg 0%	1m 52s Avg 0%	3,961,850 100% of total
<input checked="" type="checkbox"/>	1 Near North District School Board – Reaching Every Student	1,090,722	150,272	7.26	2m 13s	2,500,227
<input checked="" type="checkbox"/>	2 Learning at Home – Near North District School Board	382,482	159,994	2.39	1m 13s	820,588
<input checked="" type="checkbox"/>	3 NNDSB Shared News – Near North District School Board	141,567	21,787	6.50	0s	215,682
<input checked="" type="checkbox"/>	4 Edsby Parents – Near North District School Board	26,302	7,573	3.47	20s	58,121
<input checked="" type="checkbox"/>	5 Employment Opportunities – Near North District School Board	17,101	7,989	2.14	1m 00s	42,553
<input type="checkbox"/>	6 Transportation – Near North District School Board	15,304	7,645	2.00	34s	41,486
<input type="checkbox"/>	7 School Year Calendar – Near North District School Board	14,928	8,770	1.70	41s	38,079
<input type="checkbox"/>	8 Edsby Parent Login – Near North District School Board	10,162	3,880	2.62	17s	30,400
<input type="checkbox"/>	9 Edsby Student Login – Near North District School Board	9,613	3,325	2.89	15s	23,183
<input type="checkbox"/>	10 Xello – Near North District School Board	5,581	3,009	1.85	25s	11,480

1,090,722 page views were of the nearnorthschools.ca landing page. The next highest page was Learning at Home with 382,482 page views followed by the Shared News page with 141,567 page views.

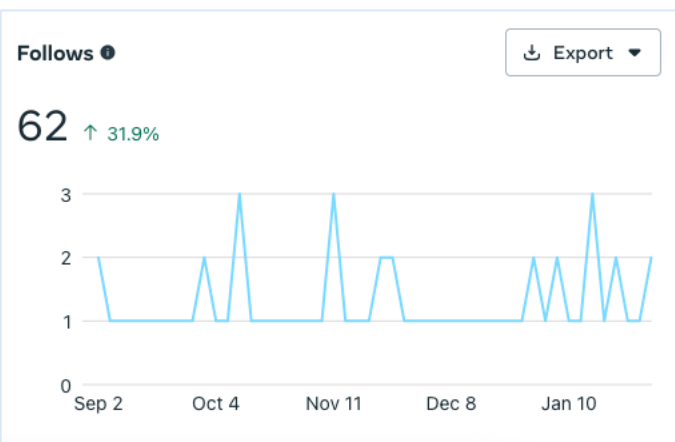
## Facebook and Instagram followers Sept. 1, 2024 - Jan. 31, 2025

NNDSB Facebook gained 726 followers and Instagram gained 62 new followers during the period.

### Facebook



### Instagram



## Facebook and Instagram reach

Page reach (the amount of people who saw content from our social media platform) for Facebook was 146,800 and 14,125 for Instagram during this period.

### Facebook



### Instagram





Ashley St. Pierre, Chair

Craig Myles, Director of Education

---

**Governance Committee Meeting Minutes**March 4, 2025  
Virtual MeetingCommittee Members PresentJulie Bertram  
Jeanie Fuscaldo  
Caren Gagne  
Ashley St. Pierre  
Craig MylesStaff Resources PresentMaureen Egan, Director's Office  
Liana Blaskievich, EOCAOtherBill Steer  
Howard Wesley**1.0 Call to Order and Approval of Agenda**

Director Myles called the meeting to order at 11:09 am.

Moved by C.Gagne and seconded by J.Fuscaldo that the agenda for the Governance Committee meeting of March 4, 2025 be approved. – CARRIED

**2.0 Election of Chair**

Director Myles called for interest in the position of Chair. C. Gagne put her name forward. Director Myles called for interest twice more. No further names were put forward.

Moved by J. Bertram and seconded by A. St. Pierre that Caren Gagne be elected Chair of the Governance Committee. – CARRIED

**3.0 Terms of Reference**

C. Gagne read the draft terms of reference which was included in the agenda package and asked for discussion/comments. No edits/comments were raised.

Moved by J. Bertram and seconded by A. St. Pierre that the terms of reference be approved. - CARRIED

**4.0 Governance Manual**

Director Myles noted the flow chart included in the agenda package which showed the many meetings with Wayne Joudrie re the revisions to the manual. Wayne Joudrie presented the final revisions of the manual to the CW in October 2024. Director Myles explained that the next steps in the process would be forwarding a copy to Hicks Morley for legal review to ensure compliancy with the *Education Act* and all other relevant regulations. He is also briefly reviewed outstanding items in the manual including but not limited to student accommodation, trustee code of conduct, meeting attendance and others.

Trustee Fuscaldo requested that before the manual is reviewed by Hicks Morley that the Committee meet regularly to review as she noticed some items were not included. She also noted that an accessibility bylaw/policy would need to be drafted. A committee review will ensure the manual reflects what is needed. She suggested weekly meetings. C. Gagne asked for input. Director Myles agreed with this review but noted his schedule would not allow for weekly meetings and suggested every two weeks. It was agreed that the first meeting would review BL 101-109. Once the entire review is complete it will be sent to Hicks Morley then to the Board for approval.

## **5.0 Next Meeting and Adjournment**

Next meeting date to be scheduled later in March.

With no further business to note, the committee moved to adjournment.

Moved by J.Fuscaldo and seconded by C.Myles that the Governance Committee stands adjourned at 11:33 am. – CARRIED.

## Special Education Advisory Minutes (SEAC)

Thursday, January 23, 2025 | 1:00pm  
Zoom Online Meeting & North Bay Board Office

### **Present:**

Tim Graves, Superintendent of Education  
Alison Clarke, Principal of Special Education  
Kimberly Gignac, Special Ed Coordinator – North Region  
Lisa Paradis, Special Ed Coordinator – East & West Regions  
Chantal Phillips, Trustee  
Louise Sargent, Trustee  
Ashley St. Pierre, Board Chair  
Tammy Adjouj, Nipissing Down Syndrome Society  
Heidi McMillan, Executive Assistant  
Laura Hansman, OPVIC

### **Regrets:**

Krista Holmes, Executive Assistant  
Leigh Spinney, Community Living Parry Sound  
Candy St. Onge, Almaguin Highlands Community Living  
Caroline Labrecque, Nipissing First Nation  
Carol Couillard, Nipissing Secondary  
Chris Guillemette (Vice Chair), Community Living North Bay

### **Guests:**

Gail Degagne, Special Education Math Lead Teacher  
Kyla Kadlec, Principal of Alliance  
Jeanie Fuscaldo, Trustee

### **Land Acknowledgement by Kim Gignac**

Meeting called to order at 1:00 pm.

### **Agenda Approval:**

Motioned by Tammy Adjouj, seconded by Trustee Sargent. *Carried.*

### **Approval of the Minutes of the November 21, 2024, meeting:**

Motioned by, Laura Hansman seconded by Tammy Adjouj. *Carried.*

### **Review of the Notes of the December 19, 2024, meeting.**

### **Elections of Chair and Vice-Chair**

#### **Election of Chair**

##### **7.1 Acknowledgement of voting members and call for nominations**

- The committee nomination Chantal Phillips for consideration for position of Chair.
- Chantal Phillips indicated that she would let her name stand.
- No other nominations were made.
- A motion that nominations be closed was made.

### **7.3 Announcement of Chair**

Motion: That Chantal Phillips be acclaimed as the Chair of SEAC for up to a one-year term, effective immediately and ending in December 2025.

### **7.4 In-coming Chair's Remarks**

#### **The Chair assumes the meeting.**

- Acclaimed Chair Trustee Chantal Phillips assumed the position of Chair for the duration of the meeting.

### **8.0 Elections for Vice-Chair**

- This item was tabled for the February SEAC meeting as no nominations for the position of Vice-Chair came forward.

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

#### **Presentation by Gail Degagne, Special Education Math Lead Teacher**

##### **Key Goals:**

- Strengthen educator content knowledge, improve educator confidence, develop abilities, advance leadership, increase parent engagement, support professional learning and improve student learning in mathematics through targeted support and intervention

##### **DLRT Direction 2024-2025:**

- Focus on small group instruction and individual education plans (IEPs), emphasis on Tier 2 and 3 interventions and resources

##### **Priority Actions:**

- Knowing our mathematics learning and ensuring tasks, interventions, and supports are relevant and responsive
- Engage in ongoing learning to strengthen content knowledge of teachers
- Ensuring fidelity of curriculum implementation and use of instructional and assessment practices to enhance student achievement

##### **Math Intervention Plan:**

- Transition from Tier 1 to Tier 2 and 3 interventions
- Use of data from math assessments, psycho-educational reports, and IEPs
- Resources: Math Up, Dreambox, Knowledgehook, Mathology, predictable instruction routines, number talks, rethinking fractions, leaps and bounds, Ontario Curriculum

##### **Implementation:**

- Daily 20–30-minute sessions for math intervention in small groups
- Focus on grade 3 students struggling with grade-level content
- Use of numeracy diagnostic intervention to identify student needs
- Hybrid model: meetings via Teams and in-person

##### **Feedback and Challenges:**

- Positive feedback on specific approaches and resources

- Challenges with consistent group time due to DLRTs being required for other professional activities
- 131 students supported since the program started

### **Terms of Reference Review (TOR)**

- Trustee Phillips expressed a wondering as to why the “Note from the NNDSB Governance Manual” is included in the TOR as it references the Board and this committee and the community members on this committee are not members to the Board.
- SO Graves agreed to strike that paragraph from the TOR and Trustee Sargent was also in favour of having it removed.
- Principal Clarke suggested removing the final paragraph in the section entitled, “Making A Motion.”
- Trustee Phillips thought this section may not be relevant to the committee’s work and agreed it could be removed from the TOR.
- Tammy Adjouj and Trustee Sargent both agreed to remove it.
- Trustee Phillips suggested relocating the highlighted sections to the end of the TOR under a heading called helpful tips.
- Motion: TOR be adopted in the first 3 pages to make up the new TOR and the highlighted sections be relocated to the end of the TOR under a new heading called “Meeting Conduct and Order.”

Motion Moved by Trustee Sargent and seconded by Tammy Adjouj. *Carried.*

### **School Tour Options/Considerations (forthcoming)**

- The central Special Education team is working to determine how best to share what is happening in our Special Education Classrooms in lieu of a spring classroom tour. Updates will be provided by the Principal of Special Education as they are available to this committee.

## **11. Standing Items**

### **Community Partner Updates**

- No updates.

### **Correspondence received**

#### **Letter to the Ministry of Education in Ontario from SEAC Chair of Ottawa Catholic School Board**

- Trustee Sargent noted that some of the points in this letter align with the letter our board recently sent to the Ministry. Trustee Sargent proposed we wait until we have figures for our specific board before responding to this letter. It was recommended to hold off responding to this letter from Ottawa Catholic SB to see what kind of response is garnered from the NNDSB board letter that was sent to the Ministry recently. It was suggested to include this letter with the SEAC minutes to the board to allow trustees to see correspondence from other boards.
- SO Graves agrees with Trustee Sargent to attach the letter to the minutes for full board endorsement.
- Trustee Phillips noted that these issues are province-wide and expressed hope that they would be addressed at a provincial level and agreed we follow the suggestion of Trustee Sargent and SO Graves to not respond at this time.

## **12. Reports**

### **Board Report (oral) – (Board Trustees)**

- Trustee Sargent referenced the letter that was sent to the Ministry.

### **Special Education Report – Alison Clarke**

- Principal Clarke noted that she and her central team recently met with the LearnStyle team and engaged in the monthly connect meeting for January. It is noted that 377 total training sessions have occurred this year to date. Students engaged in 30 coaching sessions during the month of December 2024. Cancellation rates are a little higher than last year and are at a 28.6 % cancellation rate, mainly due to poor weather.
- Principal Clarke also detailed that the Special Education Department is preparing for the upcoming PD Day for Educational Assistants on January 31, 2025. The west region EA group will be engaged in learning offered by the EGALÉ team and mental health PD presented by OSSTF provincial. The east region EA group will be engaged in Emotion Coaching offered by our Mental Health Lead and staff and our north EA group will be receiving Behaviour Management Systems re-certification training offered by our NNDSB Behaviour Team trainers.
- The Special Education Leadership Team continues to work alongside the leads at RISE to complete the final stages of configuration and to plan implementation training sessions with respective staff groups. Invitations for staff training sessions in February will be sent out this week.
- We have onboarded a SLP into a vacant LTO position that continues through to the end of the school year and they recently started. The focus of their work will be supporting the Speech Language Team with the completion of student assessments.

### **SEAC Chair Report – Trustee Phillips**

- Chair Chantal Phillips suggested to add an agenda item for the next meeting to update the NNDSB Parent Guide. Chair Phillips noted that changes she would propose would include rewording some sections to simplify the language and incorporate more graphics rather than relying solely on definitions.

## **13. New Business**

- **Next Meeting: February 20, 2025 at 1 PM**

## **14. Adjournment Motion.**

- Motion to adjourn at 2:20 PM moved by Tammy Adjouj and seconded by Trustee Sargent.  
*Carried.*

DATE

Via Email

Hon. Jill Dunlop Ministry of Education

**Re: Inadequate Special Education Funding & Educational Assistant Shortage**

Dear Minister Dunlop,

We are writing on behalf of the special education students in Ontario's schools to express our serious concerns regarding the significant challenges facing these students. Specifically, the insufficient funding for special education programs and services in combination with the critical shortage of Educational Assistants (EAs) severely impact the quality of education and support provided to exceptional students. These act as barriers to these students' rights, as per the Human Rights Code, to access education. Furthermore, the lack of adequate funding for special education has ramifications negatively impacting the entire student population in Ontario, as further explained below.

**Funding Challenges:**

- **Special Education Grant Shortfalls:** The current Special Education Grant is insufficient to meet the complex and diverse needs of exceptional students. This chronic underfunding forces school boards to reallocate resources from other areas, therefore compromising the overall educational experience for all students. As an example, the Ottawa Catholic School Board currently spends \$26 million more than it is funded to support students with special education needs. This financial strain limits the board's ability to provide essential services and support to its students. **Inadequate Transportation Funding:** Transportation costs for students with special needs continue to exceed the funding provided by the Ministry. This shortfall places an additional burden on school boards and families of students who require specialized transportation and acts as a barrier to access education, which is a human right.

**Educational Assistant Shortages:**

- **Critical Staffing Gaps:** The province is facing a severe shortage of qualified Education Assistants. This shortage results in significant challenges in providing consistent and adequate support to students with special education needs. Staff absences due to illness and stress often cannot be filled, leaving vulnerable students without the necessary assistance and supervision. This situation poses a direct risk to the safety and well-being of these students and disrupts the learning environment for all students in our schools across the province. This lack of support denies special needs students their legally protected right to access the same level of education as their peers without disabilities. **Students unable to access educational institutions:** A lack of appropriate staff and support can also result in requests to keep students at home. Results from [People for Education's 2023-2024 Annual Ontario School Survey](#) showed that 72% of elementary schools who had daily EA shortages recommended that students receiving EA support stay home and 67% of secondary schools did the same. Note that the province does not keep its own statistics of school exclusion.

- **Urgent Need for Action:** The Ministry must take immediate steps to address this crisis. We urge the government to increase the special education grant to an amount that ensures exceptional students have equitable access to education, when compared to their typical peers. This amount must be adjusted for inflation each year. Furthermore, we urge the government to implement strategies to attract and retain staff in the area of special education. These strategies could include:
  - **Free Tuition for EA Programs:** Offering free tuition for students enrolled in Educational Assistant programs at Ontario colleges.
  - **Retention Bonuses:** Providing financial incentives to encourage EAs to remain in the education sector.
  - **Living wage and benefits:** Most EAs salary is not sufficient to cover the basic cost of living, with an average salary of \$49 000 per year, despite the essential work they do in supporting exceptional students.
  - **Enhanced Professional Development:** Investing in ongoing professional development opportunities for EAs to enhance their skills and knowledge.
  - **Improved Working Conditions:** Addressing workload concerns and ensuring that EAs have the necessary resources and support to effectively perform their roles.
  - **Stable Employment:** Many EAs leave the profession due to lack of full-time stable positions and some are forced to take on multiple jobs to make ends meet. Providing stable funding to pay for full-time positions will enable schools to retain the best EAs and result in lower costs over time when compared to the cost of constantly having to re-staff and retrain new EAs.
  - **Increase and improve all special education resources:** Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behaviour Analysts, Resource Teachers and other specialists are wholly insufficient in number to meet the needs of the current student population in the province - significant effort must be expended to improve children's access to the services these specialists bring to the classrooms of the province

The current situation is unsustainable and demands urgent attention. We are facing a special education crisis in Ontario, with students not having their human right of equitable access to quality education met at this time. As such, as chairs of the Special Education Advisory Committees (SEACs) across Ontario, we are asking that you take immediate action to address these critical funding and staffing challenges to ensure that all students in Ontario, including those with special needs, have access to the equitable and high quality education and support to which they are entitled under the Human Rights Code.

Sincerely,

Traci Clarke SEAC Chair Ottawa Catholic School Board