

COMMITTEE OF THE WHOLE

Tuesday, September 9, 2025 | 5:30 PM

AGENDA

1.0 Call to Order

1.1 Land Acknowledgement

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

1.2 Attendance and Confirmation of Quorum

1.3 Declaration of Conflict of Interest

2.0 Closed Session

Motion:

That the Committee move into Closed Session in order to discuss items pertaining to *The Education Act* R.S.O. 1990, c.E.2 section 207 (2) (e).

3.0 Approval of the Agenda ✓

Motion:

That the agenda for the Committee of the Whole meeting of September 9, 2025, be approved.

4.0 Review of Previous Minutes ✓

Motion:

That the minutes for the Committee of the Whole meeting of June 10, 2025, be approved.

5.0 Business Arising

5.1 AG School Opening, Closures, and Consolidations – Trustee Sargent ✓

5.2 Parry Sound New JK-12 School update ✓

6.0 Adjournment

Motion:

That on September 9, 2025 we do now adjourn at _____ pm.



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Ashley St. Pierre, Chair

Craig Myles, Director of Education

The June 10, 2025 **Committee of the Whole Public Session** of the Near North District School Board was held in person at the Head Office and via a Zoom video and/or teleconference.

Trustees Present:

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

Administrative Staff Present:

Craig Myles, Director of Education
Gay Smylie, Superintendent
Seija Van Haesendonck, Superintendent of Business
Timothy Graves, Superintendent
Melanie Gray, Superintendent ®
Deb Bartlett, Communications
Maureen Egan, Director's Office
Glenn Morrison, Manager IT
Liana Blaskievich, Officer Corporate Affairs

Other:

Staff, media

1.0 Call to Order

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

1.1 Land Acknowledgement

Vice-Chair Wesley read the declaration aloud.

1.2 Attendance

Attendance indicated that 9 trustees and two student trustees were present.

1.3 Declaration of Conflict of Interest

Chair St. Pierre asked for declaration of conflicts. None arose.

2.0 Closed Session

Motion: CW 25-06-01, C. Gagne/L.Sargent

That the Committee move into closed session in order to discuss items pertaining to *The Education Act* RSO 1990, c.E.2 section 207 (2)(d). – CARRIED

3.0 Approval of the Agenda

Motion: CW 25-06-02, B.Steer/J.Bertram

That the agenda for the Committee of the Whole meeting of June 10, 2025, be approved as amended. The amendment being the addition of item 5.2 by Trustee Steer, McDougall PS update. - CARRIED.

4.0 Review of Previous Minutes

Motion: CW 25-06-03, L.Sargent/J.Fuscaldo

That the minutes for the Committee of the Whole meeting of May 13, 2025 be approved as amended. The amendment being the replacement of the word “future” with “June” in item 4.1– CARRIED.

5.0 Business Arising

5.1 Draft Report from the North Bay Consolidation Committee

Director Myles introduced the draft report from the Committee noting the report was requested last June to come forward this month. The report reflects significant research with regard to regulations, options and future implications should the property at 320 Ski Club Road be sold. The North Bay Consolidation Committee met on June 4 where significant questions came forward that requires further research. As a result this evening’s report is part one of two. Part two will be brought forward in the fall. The Director requested that trustees submit any questions they have to the Chair of the Committee Superintendent Gay Smylie.

Vice-Chair Wesley thanked the Committee for the report and briefly described the questions that he will submit. He asked that the report include the operating costs of 320 Ski Club Road. He is concerned with investment in a building with no students and no indication from the Committee of using the building for students. Holding onto a building without students is expensive. He suggested that capital dollars can be better spent at Chippewa ie track field.

Trustee Sargent asked for clarification re the report with the overall budget and implications given we are in a deficit budget position. She also asked if there still is a moratorium on ARCs and that it be included in the report.

Trustee Fuscaldo commented on the Ministry allowing school boards to hold properties for future use and speculated why there appears to be different rules for West Parry Sound.

Chair St. Pierre asked trustees to forward their questions in writing to the Committee for inclusion in the fall report.

5.2 McDougall PS Update

Trustee Steer introduced his item by explaining that the Board is accountable to its families, public and community. The Minister has sent us four letters and has toured the new build. We still have a contradictory motion on the table. We have to rescind that motion and write a letter to the Minister saying that Board understands his

intention re McDougall PS. Trustee Steer cautioned that the Minister can take over the board otherwise.

Trustee Bertram asked whether the tour constituted a meeting and felt business was moved forward. Chair St. Pierre confirmed it was not a meeting even though quorum were in attendance. Vice-Chair Wesley agreed noting the Minister gave the Board a directive and expressed disappointment with the Minister's tone. VC Wesley referred to a letter from Matt Richter suggesting McDougall be used for francophone students and felt pressured by the Ministry. He closed his comments by saying that he will not vote in favour of declaring Nobel PS surplus in the Board meeting.

Trustee Sargent stated that we do not need to rescind the motion but instead clarify the wording leaving McDougall PS open until safe for students to be in the new building.

The March motion was read:

Motion: CW 25-03-04, J.Fuscaldo/S.Hall

Therefore be it resolved that the Board of Trustees approve the ongoing operation of McDougall PS for the 2025-26 school year. - CARRIED

Trustee Gagne expressed her opinion that the tour with the Minister was not a meeting and clarified that she was not a member of the Board in previous years when discussions with the co-terminus board may have occurred. She is in favour of rescinding the March motion and presenting a new motion. Trustee Fuscaldo asked that the minutes reflect that this Board nor former boards have passed a motion releasing the property to the French Board.

Trustee Steer moved and Trustee Gagne seconded the following motion:

Therefore be it resolved that the Board of Trustees approve the ongoing operation of McDougall PS Until such time K-6 students from both MacDougall and Nobel PSs can be moved safely to the new build.

A recorded vote was requested and the motion failed.

	YEA	NAY	ABSTAIN	ABSENT
Bertram, Julie		x		
Fuscaldo, Jeanie		x		
Gagne, Caren	x			
Hall, Shane		x		
Phillips, Chantal		x		
Sargent, Louise	x			
St. Pierre, Ashley		x		
Steer, Bill	x			
Wesley, Howard		x		

Trustee Steer asked for an update from staff re the new build. SBO Van Haesendonck provided an update saying the project is currently on schedule and noted that at the request of the Minister, senior administration is providing regular updates to the Ministry through bi-weekly reports, and follow-up virtual meetings. Trustee Sargent asked to see the reports to the Minister which the SBO confirmed were generally about timelines and

tracking significant items but may contain information that cannot be shared publicly. Director Myles concurred noting that each report would need to be reviewed to ensure information can be released. Trustee Sargent asked that instead an update on the new build be a standing item at CW beginning at the September board meeting. The SBO noted that normally updates on new builds come to the Board via the relevant build committee, and she mentioned that a meeting of the Parry Sound Build Committee can be called at any time by the Committee Chair to receive an update on progress of the build.

6.0 Adjournment

Motion: CW 25-06-05, S.Hall/J.Bertram

That on June 10, 2025 we do now adjourn at 6:16 pm. – CARRIED

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, 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. Gavel, 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	1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining items are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Ontario Scholar Certificates	1) All certificates are digitized as part of the Memorabilia Master List 2) All certificates are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Photos of Individuals, Teams, Groups, etc. taken by unknown photographers	1) All Sports Teams, Dance Troops, Theater Casts and Music Band photographs that were on public display in the hallways, offices or display cases will be digitized as part of the Memorabilia Master List 2) All photos are retained as per BOERMS guideline P09 (Photographs) for 2 years
School Building Photos and Builders Plaque	1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All photos are retained as per BOERMS guideline P09 (Photographs) for 2 years
School Council Awards, Leadership Awards	1) All awards are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Special Event books, informal school histories	1) These will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years.
Time Capsules	1) All attempts will be made to have the Time Capsule transferred to another school 2) If transferring the Time Capsule is not possible, it will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years

Title:	Parry Sound Jk-12 Build Contingency Planning Update
Contact:	Director of Education Craig Myles
Date Submitted:	September 9, 2025
Background	The purpose of this report is to provide the Trustees with an overview of the contingency plans Administration developed and to otherwise report on the implementation thereof.
Report	On August 13, Administration informed students, their families and the broader community that the new Parry Sound JK-12 school would be delayed, and identified the contingency plan for student accommodation. On August 15, Administration published the contingency plan attached as Appendix A on the Board's website to provide more information, specifically that for the students who would otherwise be attending the new Parry Sound JK-12 school, they would be accommodated as follows: (a) JK to Grade 6 students would be accommodated at McDougall Public School; (b) Grade 7 and 8 students would be accommodated at Nobel Public School; and (c) Students in Grades 9 to 12 would be accommodated at the "existing" Parry Sound High School. The contingency plans were the result of concerted efforts by Administration to identify those matters that needed to be addressed in connection with the change of plan, including transportation, student well-being and education, and related staffing and communication issues. On August 26, input from the community indicating a need for greater clarity Administration released: updated contingency plan; and, a document entitled "Additional Information for Families" (see Appendixes B and C to this Report respectively). The intent of the updated contingency plans and the Additional Information for Families was to: (a) attempt to provide greater clarity regarding the contingency plans; (b) provide greater comfort to the school community of the efforts and rigor undertaken by Administration in connection with the contingency plans; and (c) advise of the need to move to "remote learning" for Grade 9 to 12 students.

On September 4, the Administration released an addendum to the *Information for Families*, attached as appendix D, outlining progress on key items necessary for the return of students and staff to Parry Sound High School, and providing additional information to support families engaged in remote learning.

Steps taken to support school year startup at PSHS

On August 28, Parry Sound High School staff were graciously provided space to meet in-person at the Wasauksing Gathering Place on Wasauksing First Nation. They were ceremoniously welcomed by Chief Shane Tabobondung as they began their day engaged in professional development, and ending the day by sharing resources with the school on Wasauksing First Nation. NNDSB program leaders extended invitations for their teachers to join future NNDSB PA Days to engage in numeracy and literacy learning.

Parry Sound High School (PSHS) students in Grades 9–12 have commenced their school year with remote learning, effective September 2. To prepare for this transition, a technology needs survey was sent to families on August 27. Based on responses, 266 device requests were received, and as of September 3, 248 devices have been distributed, including 69 Special Equipment Amount (SEA) devices configured to meet individual learning needs. A second survey was issued on September 2 to capture any additional needs. MiFi (mobile personal hotspot) devices are also being deployed to 29 families with limited or no internet access, with distribution expected to be completed by September 5.

Through an intensive outreach program and by leveraging community connections and relationships Administration has secured the following partnerships to support student learning. Student Success staff and Indigenous Education Team members are being deployed to multiple locations throughout the community over the next few days.

Locations were secured in:

MacTier Public library

Seguin township - invited to all of their libraries

Parry Sound Public Library

Whitestone Public Library

Britt Public Library

Carling Township Community Centre

Nobel Community Centre/Hall

Parry Sound Friendship Centre

All of the Board's First Nations teams have already been to Wasauksing First Nation, are scheduled to visit Shawanaga First Nation on September 5, and Magnetawan First Nation on September 8.

Teams have already been out to several locations to support students with accessing remote learning, accessing course content, and providing much needed emotional wellbeing support. These staff have volunteered to travel in support of students and families. Administration are coordinating these visits, and information is being posted on social media of where staff will be available to promote access to families.

To support the mental health and well-being of students engaged in remote learning,

staff have been instructed to spend the first three weeks focusing on making sure all students are supported in accessing remote learning, building relationships, doing formative assessments etc. They have been told to go very slowly in covering curriculum during this time in recognition of the stress many students are feeling, the connection issues many of families are experiencing, and in recognition that some students may be slow to start the school year due to the ongoing uncertainty. This direction has been communicated to families to help remove stress and promote a safe and healthy return to learning.

All staff have been provided with information on available mental health support for students and how to refer students who may be struggling. The BRISC worker is working alongside some of the traveling Student Support teams to provide information and a friendly face at various locations.

Beginning on September 9, the Student Nutrition Program is pleased to support PSHS families during the period of remote learning. To help ensure students start their day ready to learn, the Student Nutrition Program is offering "Breakfast Bags" containing a variety of nutritious breakfast items. Families have been asked to email PSHS@nearnorthschools.ca if they would like to pick up a "Breakfast Bag" at one of the following locations.

Parry Sound Public School (PSPS): Tuesdays - 11:00 am - 12:00 pm

MacTier Public School: Wednesdays - 11:00 am - 12:00 pm

McDougall Public School: Thursdays - 11:00 am - 12:00 pm

PSHS administrators are surveying staff to help capture what student attendance has looked like during the first week of remote learning and to help identify any students who have not connected so that teachers and support staff can reach out to those families to identify barriers to attendance and engagement and provide support.

Steps taken to support school year startup at McDougall Public School

Educators at McDougall School welcomed students safely back to school on September 2 with all classrooms and resources ready. During the first week of school a welcome assembly was held to introduce the staff and classes at McDougall. This was followed by a school-wide outdoor smudge led by Indigenous language teacher Lila Rice. The staff has been working hard with the consortium, bus companies and First Nations to make the bus routine run as smoothly as possible. Staff and students look forward to enjoying opportunities for outdoor education programming throughout the Fall season.

McDougall School is presently hosting the administration team, guidance counsellors, and office staff from Parry Sound High School, which has created an opportunity for collaboration and teamwork between and among the staff members of both schools.

Steps taken to support school year startup at Nobel Public School

Administration is pleased to share that Nobel Public School has had a successful start to the school year. The custodial, administration and educator teams worked swiftly

	and collaboratively to ensure Nobel Public School was ready to welcome Grade 7 and 8 students. The custodial and plant staff demonstrated exceptional dedication, preparing the learning environment with care and attention. Floors were waxed, classrooms refreshed, and the entire school was made to look and feel welcoming for the students. Already within the first week, the staff have seen students from four different schools come together forming new friendships and building community. Whether in classrooms or out in the yard playing basketball, soccer, Gaga Ball, or exploring the forest, students are engaging with one another in meaningful ways. Teachers greeted students with enthusiasm and quickly set up their learning spaces. The school team jumped right into getting to know the learners' strengths, needs, and interests so they can support them in the best ways possible. The Nobel Public School staff are committed to fostering collaboration and unity among students. They are excited about upcoming school-building activities, including a fun t-shirt tie-dye project featuring the colours of the feeder schools as a celebration of where they have come from and where they are going together.
Conclusion	At present, Administration is working with the Town of Parry Sound and other relevant authorities, as well as applicable unions to ensure that the existing Parry Sound High School is available to receive students as soon as possible. At this time, a timeline for completion of the new build and subsequent transition of the staff and students to the new JK-12 school has not been identified. Administration will continue to monitor progress closely and provide regular updates as more information becomes available.



NEAR NORTH DISTRICT SCHOOL BOARD CONTINGENCY PLAN FOR DELAYED SCHOOL OPENING

Version date: August 14, 2025

Executive Summary: Near North District School Board – Contingency Plan for Delayed Opening of Parry Sound JK–12 School

Date: Aug. 14, 2025

Due to construction delays at the new Parry Sound JK–12 facility, the Near North District School Board (NNDSB) has developed and will mobilize a contingency plan to ensure uninterrupted student learning for the 2025-2026 school year.

Key Contingency Measures:

- **Elementary Students (Grades K-6):**
As previously announced, all students will be temporarily accommodated at McDougall Public School and will be transitioned to the new building at an appropriate time. Staffing, classroom assignments, and support services have been planned to ensure continuity and minimize disruption.
- **Elementary Intermediate Students (Grades 7-8):**
All students will be accommodated at Nobel Public School and will be transitioned to the new building at an appropriate time. Staffing, classroom assignments, and support services have been planned to ensure continuity and minimize disruption.
- **Secondary Students (Grades 9-12):**
Programming will continue at the existing Parry Sound High School (PSHS) facility until the new building is ready to accommodate students, and a transition can be completed. Despite partial demolition and power loss to several classrooms, all viable spaces will be prepared or repurposed to support full secondary programming.
- **Virtual/Remote Learning:** This is NOT being considered at this time, however, if there are unforeseen circumstances and there are no other viable options, it would need to be considered.
- **Transportation:**
Nipissing Parry Sound Student Transportation Services (NPSSTS) is working on route updates and changes, and student assignment to routes. We expect route information to be available the week of Aug. 25. When the information is available, the consortium and NNDSB will notify families, staff, and other stakeholders.
- **Mental Health & Well-being:**
Dedicated mental health professionals will support students through transitions, with a number of approaches including embedded classroom strategies to foster resilience and emotional stability.
- **Timeline:**
McDougall, Nobel and the PSHS will remain open in the 2025-2026 school year and as the new JK-12 school is ready for occupancy, we will transition students to the new location when occupancy is approved, and the set-up is complete.

Next Steps:

We are committed to ensuring a smooth and safe start to the school year. At this time, a timeline for completion of the new build and subsequent transition of the staff and students to the new JK-12 school has not been identified. As this information becomes available, and further details can be shared, NNDSB will continue to communicate information to students, families and partners through regular updates of this plan. Updates will also be made to the Frequently Asked Questions section on the board website.

NEAR NORTH DISTRICT SCHOOL BOARD CONTINGENCY PLAN FOR DELAYED SCHOOL OPENING

School: Parry Sound JK-12

Date: Aug. 14, 2025

1. Purpose of the Plan

This contingency plan outlines the Near North District School Board's (NND SB) strategy to ensure uninterrupted student learning in September and to support families, staff, and partners, in light of the delayed occupancy of the new Parry Sound JK-12 facility.

2. Background

This plan reflects the current understanding of construction timelines and the necessity for temporary accommodation. Given the uncertainties surrounding the project completion, the contingency plan is designed to provide a stable solution capable of supporting students, staff, and families through any additional unforeseen delays.

3. Temporary Accommodation Plan

NND SB conducted a comprehensive review of available space within board-owned facilities in the region. This review included an assessment of the challenges resulting from the partial demolition of the existing Parry Sound High School (PSHS) building, as well as an evaluation of transportation logistics in collaboration with the Nipissing Parry Sound Student Transportation Services Consortium (NPSSTS). The following plan, announced to the public on Aug. 13, 2025, will provide the most comprehensive protective factors to support students during this transition period.

CONTINGENCY PLAN FOR PRIMARY/JUNIOR STUDENTS - Grades JK-6 Students attend McDougall Public School

As previously announced, all JK-6 students will be temporarily accommodated at McDougall Public School . Staffing, classroom assignments, and support services have been planned to ensure continuity and minimize disruption.

As this mirrors the classroom organization that will be in place once students are in the new build, teachers and E.A.'s have been assigned. Students can maintain their cohorts as they transition into the new build.

Brigid Wright has been assigned as Principal of McDougall Public School.

Protective Factors

- In May, the Minister of Education committed to keeping McDougall Public School open for the JK-6 students to provide certainty for the students and families for the start of the 2025-2026 school year.

- When the transition to the new build occurs, class routines and relationships will remain in place and will not be disturbed by the move into the JK-12 new build.
- Teachers will have the opportunity to get to know their students, complete formative assessments and provide student centered, responsive lessons that recognize a variety of learning styles.
- Ensures continuity of learning – if JK-6 students were to learn at multiple sites they would come together at the new build at different points in the curriculum.
- Class lists and teaching assignments remain the same throughout multiple transitions.
- This option minimizes stress for students and staff by facilitating a move of the primary and junior divisions into the new space at the JK-12 build.
- This option also supports the board's ability to implement potential reorganization if required in September as a result of board-wide elementary class size calculations.

Mental Health Considerations

- Transitions to new school environments can present challenges for students, including adapting to unfamiliar teachers, peers, routines, and academic expectations. These changes may be emotionally and socially demanding for some students, particularly during early adolescence.
- Establishing consistent environments and relationships helps students feel secure and supported, which is especially important during periods of change.
- Consolidating all JK-6 students within a single school setting will enhance student well-being by fostering a strong sense of belonging, continuity, and predictability. This approach supports the development of a cohesive school community, one that will transition together into the new building, maintaining social stability, connection, and routine.
- Dedicated mental health staff assigned to the schools will collaborate with educators to monitor student well-being and identify and support those who may be experiencing mental health challenges

Transportation

- Nipissing Parry Sound Student Transportation Services (NPSSTS) has completed a detailed simulation to support planning for student transportation. Transportation will be made available to all students who are eligible based on the eligibility distances, and other factors as determined by the consortium.
- NPSSTS is currently working on these updates and changes. We expect route information to be available the week of Aug. 25, although concerted efforts will be made to release this information as soon as possible. If it is available earlier, the consortium and NNDSB will notify families, staff, and other stakeholders.

Fire Alarm System

- There have been no structural changes or decommissioning of any infrastructure at McDougall since June. As a result, the building is fully operational and ready to receive students. McDougall's fire alarm and security systems are fully operational and inspected.

Health and Safety Concerns

- Other health and safety measures remain in place and are operational, including the building-wide PA, security, and camera systems.

CONTINGENCY PLAN FOR INTERMEDIATE STUDENTS - Grade 7-8 Students attend Nobel Public School

All Grade 7-8 students will attend Nobel Public School in September. This includes the students in the Intermediate Special Education Class and the Intermediate CTEP (Care and Treatment Education Program formerly ECPP) class.

As this mirrors the classroom organization that will be in place once students are in the new build, teachers and E.A.'s have been assigned. Students can maintain their cohorts as they transition into the new build.

Laurie Payne has been assigned as Principal of Nobel Public School.

Protective Factors

- All intermediate students will be together at one location at Nobel Public School. When the transition occurs, class routines and relationships will remain in place and will not be disturbed by the move into the JK-12 new build.
- Teachers will have the opportunity to get to know their students, complete diagnostic assessments and provide student centered, responsive lessons that recognize a variety of learning styles.
- Ensures continuity of learning – if intermediate students were to learn at multiple sites they would come together at the new build at different points in the curriculum.
- Class lists and teaching assignments remain the same throughout multiple transitions.
- This option minimizes stress for students and staff by facilitating a move of the entire intermediate division into the new space at the JK-12 build.
- This option also supports the board's ability to implement potential reorganization if required in September as a result of board-wide elementary class size calculations.

Mental Health Considerations

- Transitions to new school environments can present challenges for students, including adapting to unfamiliar teachers, peers, routines, and academic expectations. These changes may be emotionally and socially demanding for some students, particularly during early adolescence.
- Establishing consistent environments and relationships helps students feel secure and supported, which is especially important during periods of change.
- Consolidating all Grade 7 and 8 students within a single school setting will enhance student well-being by fostering a strong sense of belonging, continuity, and predictability. This approach supports the development of a cohesive school community, one that will transition together into the new building, maintaining social stability, connection, and routine.
- Dedicated mental health staff assigned to the schools will collaborate with educators to monitor student well-being and identify and support those who may be experiencing mental health challenges

Transportation

- Nipissing-Parry Sound Student Transportation Services (NPSSTS) has completed a detailed simulation to support planning for student transportation. Transportation will be made available to all students who are eligible based on the eligibility distances, and other factors as determined by the consortium.
- NPSSTS is working on these updates and changes. We expect route information to be available the week of Aug. 25, although concerted efforts will be made to release this information as soon as possible. If it is available earlier, the consortium and NNDSB will notify families, staff, and other stakeholders.

Fire Alarm System

- There have been no structural changes or decommissioning of any infrastructure at Nobel since June. As a result, the building is fully operational and ready to receive students. Nobel's fire alarm and security systems are fully operational and inspected.

Health and Safety Concerns

- Other health and safety measures remain in place and are operational, including the building-wide PA, security, and camera systems.

CONTINGENCY PLAN FOR SECONDARY STUDENTS (GRADES 9-12)

All Grade 9-12 students will attend Parry Sound High School in September. This includes the students in the two Secondary Special Education Classes and the two Secondary CTEP (Care and Treatment Education Program formerly ECPP) class.

- Approximately 20 per cent of PSHS was demolished in 2021 to allow for the eventual construction of the JK-12 new build on the same site. During the summer of 2025, a second portion of the school was demolished to accommodate the new building under construction on site. With another 20 per cent of the school demolished, approximately 60 per cent of the original school remains and is available to accommodate students.
- Where possible, administrators will attempt to maintain similar room allocations for secondary programming as they were for the 2024-2025 school year, except for the spaces that were lost due to the partial demolition of the school building.
- School administration continues to review available spaces and ensure that all programs are appropriately located.

Heather Howald has been assigned as Principal of Parry Sound High School.

Protective Factors

- Students and staff will be familiar with the building.
- Dedicated mental health staff assigned to the schools will collaborate with educators to monitor student well-being and identify and support those who are having difficulty with transitions or adapting to change.

Health and Safety Considerations

- P.A. System
 - This system is fully operational.
- Water Flushing
 - Continues as per usual requirements at the school.
- Security System
 - This system is fully operational.
 - Cameras/monitors are fully functional.
- Fire Alarm System and Fire Safety Plan
 - This system is fully operational.
 - The Fire Safety Plan has been revised to account for the changes in the building.
- Student class schedules
 - An alternate timetable for students beginning Sept. 2, 2025 will be prepared, while preserving the timetable developed for implementation once the new build is operational.

Temporary Program Limitations – Technology Programs

- The board acknowledges that during the temporary accommodation period, due to the demolition of a portion of the school as well as the decommissioning of some equipment to prepare for the move to the new build, specialized programs may not have all equipment previously available at PSHS.
- Where possible, equipment will be reconnected for use in the technology programs. Where this is not possible, alternative solutions are being explored to minimize the impacts on program delivery.

Other Temporary Program Limitations

- Gymnasium spaces
 - The large gym will be available for use, but the small gym will not be accessible as it is currently used as storage for equipment and resources packed and ready to be moved to the new build.
- Weight Room
 - The Universal Weight Machine has been professionally dismantled for the move to the new build, but the remaining equipment will be available for use.
- Drama
 - The program will not have access to the majority of its equipment, including risers, purpose-built lighting arrays, sets, props, and large rehearsal space.
 - The stage will not be accessible, as it is acting as storage for equipment to be moved to the new build.
- Library Program
 - Library resources will be limited by space, and regular library programming may not be available.

- Staff and Student Parking
 - The previous staff parking lot was demolished along with a portion of the building this summer. A temporary staff parking area will be developed prior to the start of the school year.
 - The student parking lot remains available.
- Community Use of the School
 - Community Use will not be available at the school during this temporary transition period.
 - As communicated at the start of July to existing PSHS community use permit holders, there will be a delay in opening requests for permits for Community Use in the new building.
 - Once the new build is complete, students and staff will need time to settle into the new building, custodians to become accustomed to the new areas and any outstanding construction related items will need to be completed or resolved.
 - User groups were encouraged to find a temporary alternate community location for their club/group while the build is completed and the transition to the new location is completed.

Next Steps:

We are committed to ensuring a smooth and safe start to the school year. At this time, a timeline for completion of the new build and subsequent transition of the staff and students to the new JK-12 school has not been identified. As this information becomes available, and further details can be shared, NNDSB will continue to communicate information to students, families and partners through regular updates of this plan. Updates will also be made to the Frequently Asked Questions section on the board website.



NEAR NORTH DISTRICT SCHOOL BOARD CONTINGENCY PLAN FOR DELAYED JK-GRADE 12 SCHOOL OPENING

Revised version date: August 26, 2025

Executive Summary: Near North District School Board – Contingency Plan for Delayed Opening of the new Parry Sound JK–12 School

Due to construction delays at the new Parry Sound JK–12 facility, the Near North District School Board (NND SB) has developed and will mobilize this contingency plan to ensure uninterrupted student learning for the 2025-2026 school year. In this revised plan, key contingency measures remain the same for elementary students (grades JK-8), and an alternative contingency plan has been developed for secondary students (grades 9-12).

Key Contingency Measures:

- **Elementary Students (Grades K-6):**

Students from Nobel Public School and McDougall Public School will be accommodated at McDougall Public School until the new building can accommodate them. Staffing, classroom assignments, and support services have been planned to ensure continuity and minimize disruption.

- **Elementary Intermediate Students (Grades 7-8):**

Elementary Intermediate students who are to attend the new Parry Sound school will be accommodated at Nobel Public School until the new building can accommodate them. Staffing, classroom assignments, and support services have been planned to ensure continuity and minimize disruption.

- **Secondary Students (Grades 9-12):**

Secondary school students will move to remote learning effective September 2, 2025, as the existing Parry Sound High School is not ready to accommodate staff and students. Secondary students will participate in remote learning until they can learn onsite at the existing Parry Sound High School.

Transportation:

Students attending Nobel Public School for Grades 7 and 8 (all students who would have been attending the new JK-12 school) have been added to transportation routes. For students attending McDougall Public School for grades JK-6, all in-zone students are considered eligible and have been added to transportation. For students attending Parry Sound High School for Grades 9-12, there is no change with respect to eligibility. The transportation consortium has shared an updated memo with more details [here](#).

- **Mental Health & Well-being:**

Dedicated mental health professionals will be available to support students through transitions if needed.

- **Timeline:**

At this time, NND SB is unsure of the date on which the new Parry Sound JK-12 school will be ready to receive students. NND SB is waiting for confirmation of the

building completion date. We will update families, staff, and other stakeholders as soon as we have meaningful information to share.

Next Steps:

We are committed to ensuring a smooth and safe start to the school year. As additional information becomes available the NNDSB will continue to communicate information to students, families, and partners through regular updates of this plan. Updates will also be made to the [board webpage](#) related to the new JK to Grade 12 Parry Sound School.

NEAR NORTH DISTRICT SCHOOL BOARD CONTINGENCY PLAN FOR DELAYED OPENING OF THE NEW PARRY SOUND JK-12 SCHOOL

1. Purpose of the Plan

This plan outlines the Near North District School Board's ([NNDSB's](#)) strategy to provide uninterrupted student learning and to support families, staff, and partners, considering the delayed occupancy of the Parry Sound JK–12 facility.

2. Background

This contingency is designed to provide robust solutions to support students, staff, and families until the Parry Sound JK-12 School is ready to receive students. The NNDSB is exploring all means available to minimize delays in achieving that objective.

In developing this plan, NNDSB reviewed and considered available space within board-owned facilities in the region. This review included an assessment of the challenges resulting from the partial demolition of the existing Parry Sound High School (PSHS) building, as well as an evaluation of transportation logistics in collaboration with the Nipissing Parry Sound Student Transportation Services (NPSSTS, or the consortium).

CONTINGENCY PLAN FOR PRIMARY/JUNIOR STUDENTS - Grades JK-6 Students attend McDougall Public School

All JK-6 students will be accommodated at McDougall Public School (located at #69, Hwy 124, McDougall ON). Staffing, classroom lists, and support services have been planned to minimize disruption. Teachers and E.A.'s have been assigned. Students can remain with their classmates and teachers as they transition into the new building.

Brigid Wright has been assigned as Principal of McDougall Public School.

Protective Factors

- In May, the Minister of Education committed to keeping McDougall Public School open for the JK-6 students to provide certainty for the students and families for the start of the 2025-2026 school year.
- When the transition to the new build occurs, students will stay in the same class grouping and will keep their teacher. This will ensure students will not have to adjust to a new teacher or student group mid-year.

Mental Health Considerations

- Transitions to new school environments can present challenges for students, including adapting to unfamiliar teachers, peers, routines, and academic expectations. These changes may be emotionally and socially demanding for some students, particularly during early adolescence.
- Our plan endeavours to establish consistent relationships to help students feel secure and supported.
- Dedicated mental health staff assigned to the schools will collaborate with educators to monitor student well-being and identify and support

those who may be experiencing mental health challenges.

Transportation

- For students attending McDougall Public School for Grades JK-6, all in-zone students are considered eligible and have been added to transportation.

Fire Alarm System

- There have been no structural changes or decommissioning of any infrastructure at McDougall. As a result, the building is fully operational and ready to receive students. McDougall's fire alarm and security systems are fully operational and inspected.

Health and Safety Concerns

- Health and safety measures remain in place and are operational, including the building-wide PA, security, and camera systems.

CONTINGENCY PLAN FOR INTERMEDIATE STUDENTS - Grade 7-8 Students attend Nobel Public School

All Grades 7-8 students will start the school year attending Nobel Public School (located at 146 Hammel Avenue, Nobel, ON). This includes the students in the Intermediate Special Education Class and the Intermediate CTEP (Care and Treatment Education Program formerly ECPP) class.

Laurie Payne has been assigned as Principal of Nobel Public School.

Protective Factors

- When the transition to the new build occurs, students will stay in the same class grouping and will keep their teacher. This will ensure students will not have to adjust to a new teacher or student group mid-year. This option minimizes stress for students and staff by facilitating the move of the entire intermediate division into the new space at the JK-12 building.

Mental Health Considerations

- Transitions to new school environments can present challenges for students, including adapting to unfamiliar teachers, peers, routines, and academic expectations. These changes may be emotionally and socially demanding for some students, particularly during early adolescence. Our plan endeavors to establish consistent relationships to help students feel secure and supported, which is especially important during periods of change.
- Dedicated mental health staff assigned to the schools will collaborate with educators to monitor student well-being and identify and support those who may be experiencing mental health challenges

Transportation

- Students attending Nobel Public School for Grades 7-8 (all students who would have been attending the new JK-12 build) have been added to transportation routes.

Health and Safety Concerns

- Other health and safety measures remain in place and are operational, including the building-wide PA, security, and camera systems.
- There have been no structural changes or decommissioning of any infrastructure at Nobel. As a result, the building is fully operational and ready to receive students. Nobel's fire alarm and security systems are fully operational and inspected.

CONTINGENCY PLAN FOR SECONDARY STUDENTS (GRADES 9-12)

All Grade 9-12 students will move to remote learning as of September 2, 2025. Every effort will be made to ensure that the existing PSHS is ready to receive staff and students as soon as possible and to limit the duration of any remote learning programs.

Grades 9–12 students will follow their regular daily schedule online with instruction delivered through virtual platforms. NNDSB will provide the necessary technology and support to ensure students can learn effectively from home, while working to minimize disruption and maintain strong connections with families and staff.

The parents/guardians of students in the two Secondary Special Education Classes and the two Secondary CTEP (Care and Treatment Education Program formerly ECPP) classes will receive communication from the appropriate Principal directly.

Heather Howald has been assigned as Principal of Parry Sound High School.

Protective Factors

- Students and staff will be familiar with the building.
- Dedicated mental health staff assigned to the schools will collaborate with educators to monitor student well-being and identify and support those who are having difficulty with transitions or adapting to change.
- An alternate timetable for students beginning Sept. 2, 2025, has been prepared, while preserving the timetable developed for implementation once the new build is operational.

Health and Safety Considerations

- Approximately 20 per cent of PSHS was demolished in 2021 to allow for the eventual construction of the JK-12 new build on the same site. During the summer of 2025, a second portion of the school was demolished to accommodate the new building under construction on site. With another 20 per cent of the school demolished, approximately 60 per cent of the original school remains and is available to accommodate students.
- Where possible, administrators will attempt to maintain similar room allocations for secondary programming as they were for the 2024-2025 school year, except for the spaces that were lost due to the partial demolition of the school building.
- Health and safety measures are complete or in progress for PSHS.
- P.A. System
 - This system is fully operational.
- Water Flushing

- Continues as per usual requirements at the school.
- Security System
 - This system is fully operational.
 - Cameras/monitors are fully functional.
- Fire Alarm System and Fire Safety Plan
 - This system is fully operational.
 - The Fire Safety Plan has been revised and is under review by Town of Parry Sound Fire Department officials.
 - An Engineering report confirms that Parry Sound High School is structurally sound post demolition.

Temporary Program Limitations – Technology Programs

- = • The board acknowledges that during the temporary accommodation period, due to the demolition of a portion of the school as well as the decommissioning of some equipment to prepare for the move to the new build, specialized programs may not have all equipment previously available at PSHS.
- Where possible, equipment will be reconnected for use in technology programs. Where this is not possible, alternative solutions are being explored to minimize the impact on program delivery. For example, the Hospitality Room is now located in the former foods/Home Economics Room which contains 4 stoves, 3 refrigerators, a stand-up freezer, one industrial mixer for baking, and food storage containers that have been installed (for health and safety reasons). The program will shift focus from a Hospitality to a Food and Nutrition Model until the move to the new school. =
- All machines have been reconnected in the construction technology classroom with the exception of the dust collector which will not be needed until colder weather as there are a series of large shop doors that can be opened for ventilation. This program can run as usual but may start with smaller projects.
- The vehicle hoist in the automotive technology classroom has been disassembled and will not be re-assembled until after the move to the new building. Classes can continue with small engine repair and car repair not requiring the use of the hoist etc. Welding booths are operational.
- Cosmetology can continue as usual. Sinks were never disconnected, and all equipment will be put back in place.

Other Temporary Program Limitations

- Gymnasium spaces
 - The large gym will be available for use, but the small gym will not be accessible as it is currently used as storage for equipment and resources packed and ready to be moved to the new building.
- Weight Room

- The Universal Weight Machine has been professionally dismantled for the move to the new building, but the remaining equipment will be available for use.
- Drama
 - The program will not have access to the majority of its equipment, including risers, purpose- built lighting arrays, sets, props, and large rehearsal space.
 - The stage will not be accessible, as it is acting as storage for equipment to be moved to the new building. Given the stage is used mainly for production and at intermittent times throughout the school year, this will have a minimal impact as events can be scheduled around availability.
- Library Program/Lunchroom Space
 - Room 272 has been repurposed as a student lunchroom. Long tables and chairs will be set up in that room. Large double doors between Room 272 and 270 have been opened to allow the lunchroom seating to continue into Room 270. This creates a large, bright, and airy location for students to sit and eat their lunches. The library will be set up at the end of Room 270 and will provide sign-out services for student technology. The Librarian will also set up some library shelving with appropriate non-fiction resources for student learning as well as some high interest fiction resources for students to sign out. This will be a "mini library" to ensure that students have access to resources.
- Staff and Student Parking
 - The staff parking lot was demolished along with a portion of the building this summer. A temporary staff parking area will be developed prior to the start of the school year in the area of the demolished portion of the building. The student parking lot remains available.
- Community Use of the School
 - Community Use will not be available at the school during this temporary transition period.
 - As communicated at the start of July to existing PSHS community use permit holders, there will be a delay in opening requests for permits for Community Use in the new building.

Next Steps:

As soon as we have definitive information on when the new build will be available to staff and students, NNDSB will share that information and continue to communicate other relevant information to students, families and partners through regular updates of this plan. Updates will also be posted to [The JK-12 Parry Sound Build webpage](#).



NEAR NORTH DISTRICT SCHOOL BOARD

**ADDITIONAL INFORMATION FOR FAMILIES OF
STUDENTS WHO WILL BE ATTENDING MCDOUGALL
PUBLIC SCHOOL, NOBEL PUBLIC SCHOOL AND PARRY
SOUND HIGH SCHOOL**

August 26, 2025

We have received a number of questions about our preparations for the start of the school year. As you may have seen on our website, we have updated our Contingency Plan, which explains the path forward. We hope that you find it helpful. We have also prepared this report to provide additional information regarding some of the activities the Near North District School Board (NNDSB) has undertaken, in support of our Contingency Plan. The following information is summary in nature and not reflective of all our efforts:

1. NNDSB's Facilities and Operations Department continues to follow all health and safety measures and complete annual inspections for each of the three schools. All NNDSB's standard health and safety checks for its schools will be completed prior to each of the schools' commencement on September 2, 2025.

- a. **McDougall Public School**

- i. Annual inspection of fire safety system completed
 - ii. Annual Electrical Safety Authority inspection completed
 - iii. Annual gym, playground equipment and special education equipment inspections completed
 - iv. Annual water testing for lead completed

- b. **Nobel Public School**

- i. Annual inspection of fire safety system completed
 - ii. Annual Electrical Safety Authority inspection completed
 - iii. Annual boiler cleaning, servicing and certification completed
 - iv. Annual gym, playground equipment and special education equipment inspections completed
 - v. Annual water testing for lead to be completed during the week of August 25-29

- c. **Parry Sound High School**

- i. Annual inspection of fire safety system to be completed during the week of August 25-29 (see additional information regarding PSHS below)
 - ii. Annual boiler cleaning, servicing and certification completed
 - iii. Elevator servicing completed
 - iv. Annual gym and special education equipment inspections completed
 - v. Annual water testing for lead to be completed during the week of August 25-29
 - vi. Annual cleaning of science lab fume hoods and tech shop dust collectors to occur in September 2025

2. School administrators for McDougall PS and Nobel PS will review and revise their school specific Fire Safety Plans in September as per the annual process, with submission to their respective Fire Departments for approval. The Fire Safety Plan for Parry Sound High School has been revised and submitted to the Parry Sound

Fire Department and is currently waiting for approval (see additional information regarding PSHS below).

3. The principals of the three schools are engaged in ongoing meetings, coordinating the resources which will be required for each school.
4. Administration and NNDSB's Mental Health Lead have planned and determined the mental health supports which will be in place to ensure students and staff are supported.
5. Student timetables for Parry Sound High School were made available for students in Edsby beginning Monday, August 25, 2025. Staff continue to work hard to ensure each student has an appropriate timetable for this school year. Please note this work is ongoing and adjustments will continue to be reflected in Edsby.
6. Guidance Counselors are reviewing and completing student timetables and adjusting for any omissions and errors.
7. Nipissing Parry Sound Student Transportation Services (NPSSTS) worked with operators to develop routing for all affected students. On August 20th, the consortium re-opened the BusPlanner Web Parent Portal as part of its annual processes, and parents/guardians can now access bussing information for students. On August 21, NPSSTS released a communication specifically for students attending Nobel PS, McDougall PS, and Parry Sound High School, which can be viewed [here](#).
8. Classrooms have been cleaned and furnished and are ready to welcome students.
 - At Parry Sound High School, a lunchroom area has been prepared where students can eat and relax in a bright and welcoming environment.
 - As in past years, our school library will continue sharing space with the lunchroom and will focus on making essential learning materials, non-fiction, and high interest fiction resources available for students.
 - Our hospitality program will operate out of the former Food and Nutrition classroom, which is outfitted with 4 stoves, 3 refrigerators, washer/dryer, freezer, and all equipment needed for student learning.
 - Cosmetology, Construction and Automotive Technology classrooms remain connected and are ready to welcome students.
 - Our computer engineering technology classroom has been relocated to the tech wing and will continue to offer programming for students.
 - The Secondary Indigenous Grad Coach and the "Hive" spaces have been relocated to the second floor and continue to provide a safe, supportive space for Indigenous students.
 - All student washrooms are clean and operable, as they have been in previous years.

Existing Parry Sound High School (Grades 9 – 12)

As part of the contingency planning for the new JK-12 build, the demolition of the existing Parry Sound High School (PSHS) was broken into two phases. To facilitate the construction of the temporary parking lots, bus loop and fire emergency routing for the new JK-12 school, the one-story section of PSHS was removed as phase one. Asbestos abatement was completed only in the area subject to demolition, and demolition of that section was completed in a controlled manner to maintain the functionality of the remaining portion of PSHS. This replicated the process completed in Fall of 2021 when a portion of PSHS was demolished to prepare for construction while students and staff continued to attend the school.

Following the phase one demolition, NNDSB received a structural report from a Licensed Professional Engineer. The report states that the remaining structure has not been compromised and remains safe for student occupancy. There are a small number of items to be completed so that the existing PSHS will be ready to receive staff and students. NNDSB is making every effort to work with the Town of Parry Sound Building Department and Fire Department to address these items, as well as any new concerns they may raise. As of August 22, the items identified were as follows:

1. Re-establish two exterior exits that were temporarily closed following the demolition;
2. Provide confirmation to Parry Sound Fire Department that the Electrical Safety Authority (ESA) has reviewed and approved the electrical remediation completed by licensed board electrician;
3. Provide confirmation of the final inspection of the fire safety system by a third party contractor, and provide report to the Fire Department;
4. Obtain third party indoor air quality testing report and provide this report to the Town Building Department;
5. Once the items above are complete, obtain final approval from the Fire Department of the revised PSHS Fire Safety Plan, and confirm with the Town Building Department that the outstanding items have been completed, and that staff and students can return to the building.

As announced, secondary school students (grade 9-12 students) will move to remote learning effective September 2, 2025, as the existing Parry Sound High School is not currently ready to accommodate staff and students. Every effort will be made to ensure that the existing PSHS is ready to receive staff and students as soon as possible and to limit the duration of any remote learning programs.



NEAR NORTH DISTRICT SCHOOL BOARD
ADDITIONAL INFORMATION FOR FAMILIES OF
STUDENTS WHO WILL BE ATTENDING
PARRY SOUND HIGH SCHOOL
ADDENDUM 1

September 4, 2025

Addendum 1 to the document [Additional Information](#) for Families of Students Who Will Be Attending McDougall Public School, Nobel Public School and Parry Sound High School.

Dear Parry Sound High School Families,

We are pleased to share an update on the progress being made to prepare the existing Parry Sound High School (PSHS) for the safe return of students and staff. Every effort is being made to ensure that the existing PSHS is ready to receive staff and students as soon as possible and to limit the duration of any remote learning programs. Near North District School Board (NNDSB) has been working diligently with our partners to ensure all necessary inspections and approvals are completed. Below is a summary of the work completed so far, along with the final steps underway.

Completed Items (as outlined in the Information for Families document)

1. Exterior Emergency Exits Re-established

Two exterior exits that were temporarily closed during demolition have now been restored as emergency exits. Fencing will be installed to guide individuals safely to the sidewalk. Final weatherproofing of the west corridor wall is also being completed.

2. Electrical Safety Approval

The Electrical Safety Authority (ESA) will return next week for a final inspection. Once complete, a report will be submitted to both the Town of Parry Sound and NNDSB.

3. Fire Safety System Plan

A third-party contractor has inspected the fire safety system and confirmed that it is safe and operational. The fire safety plan has been reviewed and officially approved by the Parry Sound Fire Department.

4. Indoor Air Quality Testing

Air quality testing was completed on Aug. 28 by a certified third-party provider. The final report will be shared with the Town of Parry Sound Building Department upon receipt.

Additional work completed:

5. Heating System Inspection

A third-party inspection has confirmed all safety features are working properly. NNDSB is installing a control switch today (Sept. 4). A formal report will be shared with the Town of Parry Sound once the work is complete.

6. Water Quality Assessment

In compliance with Ontario regulations, water samples were collected on Aug. 28. A third-party environmental testing firm has confirmed that water quality at PSHS meets all provincial standards.

Once the above items are finalized, NNDSB will:

- Confirm with the Town of Parry Sound Building Department that all outstanding requirements have been met.

Following these confirmations, we will be ready to welcome staff - and shortly thereafter students- back to Parry Sound High School.

Remote Learning

Device Request and Deployment:

We understand the concerns about technology access and appreciate your patience as we work to support all students. On Wednesday, Aug. 27, a [survey](#) was sent to all families of students in PSHS Grades 9-12 to identify technology needs. Families that indicated a need for a device were contacted over the weekend, and those who requested one were able to pick up a Chromebook on Tuesday, Sept. 2. To ensure no student is left behind, a second survey was sent yesterday afternoon to capture any additional needs.

As we continue to support students during the remote learning period at Parry Sound High School, we want to ensure that all learners have access to the tools they need to succeed.

Special Equipment Amount (SEA) Device Request and Deployment:

If your child has been assigned a device through the Special Equipment Amount (SEA) program, please know that our Special Education team is working hard to get these devices ready. Unlike Chromebooks, SEA devices need to be individually set up to match each student's unique learning needs. This extra step helps ensure your child receives the right support to succeed.

We appreciate your patience and understanding as we complete this process. Devices will be available for pick-up very soon at your local elementary school site. We will follow up with specific dates and times.

Internet Access/Connectivity Support:

For families that indicated they do not have reliable internet access—whether due to no connection, dial-up service, or reliance on personal cellular data - MiFi (mobile personal hotspot) devices are being prepared to support your child's learning. These portable internet tools require a subscription with our local cellular provider, and we can confirm that those subscriptions have been secured.

Our Information Technology team is currently configuring the MiFi units to ensure they are ready for use. This includes verifying coverage areas and aligning each device with the needs identified through the [Family Remote Readiness Survey](#). We anticipate that these devices will be available for distribution this week, alongside other technology supports.

We understand how critical internet access is to your child's success in remote learning, and we appreciate your patience as we finalize these preparations.

Remote Learning Programs, Policies and Procedures:

For more information about the Remote Learning program, please visit the [NND SB website](#). In accordance with PPM 164, the Near North District School Board has created an online [Exemption Form](#) to facilitate synchronous learning exemption requests. Students who are unable to participate in live, interactive (synchronous) remote learning may request an exemption using the board's online form. Exempted students are still expected to engage in daily learning through independent (asynchronous) activities, maintain regular communication with their teacher, complete assignments, and participate in assessment and reporting. Online resources may still act as a critical support for learning, even if they are not accessed in a live learning environment.

We appreciate your continued patience and support as we work to ensure a safe and smooth transition back into the building. NND SB remains committed to transparency and safety throughout this process.