

Parry Sound JK-12 Build

July 16, 2021

To our valued community members,

At its heart, Near North District School Board (NND SB) is a learning environment. This value underpins every activity within the board. By sharing the Board's plans to build a new JK-12 school in Parry Sound, we have learned about the critical importance of two-way

October 25, 2021

Dear stakeholders:

Near North District School Board (NNDSB) is committed to evolving this report as additional developments unfold. Given that further questions have been raised, we felt this was a good opportunity to provide updated information about the build's milestones, funding intricacies, and capital project prioritization. Please continue to refer to the NNDSB website for updated information from administration, the Ministry, and the Parry Sound Build Committee.

The Board will

April 20, 2022

To our valued community members,

We are pleased to share further developments in our Parry Sound Build. In keeping with the commitments the Board has made in the 2021-2026 Multi-Year Strategic Plan regarding Excellence in Communication, our Parry Sound JK-12 Build Community Feedback Report has

been prepared. The report provides an overview of the community feedback process and the findings of the survey. It also includes a list of recommendations for the Board and the community. The report is available on the Parry Sound website.



June 7, 2022

To our valued community members,

We are pleased to share another update of the Feedback Report regarding developments in our Parry Sound Build in response to questions and comments received from the community.

The Board will continue to provide transparent communication on the journey towards welcoming students into the new JK-12 Parry Sound school, as part of NNDSB's strategic commitment to excellence in communication. The board remains committed to evolving this resource as additional developments unfold, as I outlined in the letter to you on October 25, 2021. In this iteration, a new theme has been added to respond to questions and comments about governance procedures.

Thank you for continuing to stay engaged with our progress. We look forward to celebrating the opening of this wonderful educational facility with you.

Thank you,

Craig Myles
Director of Education

April 14, 2023

To our valued community members,

We are happy to present another update to our Feedback Report. In addition to NNDSB's ongoing commitment to excellence in communication, we are also committed to building positive relationships with all members of our community to foster an engaged and inclusive culture. In this regard, we thank you for sharing your questions and feedback with our trustees and staff. Your valuable input allows us the opportunity to reflect on the project from a community perspective, and ensures we are providing relevant and current information related to the new JK-12 Parry Sound school.

This report includes additional information about the separation between elementary and secondary students, enrolment trends, physical spaces including the gymnasium, hexpods, childcare, and EarlyON, an updated projection on the new school open date,

Contents

Preamble:	7
Definitions:	7
Theme #1 Collaborating with Indigenous Partners	8
Theme #2: Concerns About Student Population.....	9
Theme #3: Questions About Historical Decision-Making and Community Engagement	11

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decrease as it represents what is actually “on the ground” at a point in time. Temporary instructional spaces (such as edupods or hexpods) are not included in OTG capacity.

- **“NDSB”** refers to “Near North District School Board”.
- **“PARG”** refers to the “Pupil Accommodation Review Guideline” which are the Ministry of Education’s requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

Theme #1 Collaborating with Indigenous Partners

Stakeholders have expressed their interest in the opportunity to continue to make an impact in collaboration with Indigenous communities. Further consultation has occurred with First Nations leaders.

NDSB has committed to learning from local Indigenous communities, to become

Schools team meets regularly with police services across the district to ensure that the NNDSB's emergency response policies and practices are effective, efficient and maintain the highest level of student safety possible.

The design of the school provides students with a balance between separate spaces that reflect their age and developmental stages alongside shared spaces that promote community and cooperation. The resources and connections of a larger school support a welcoming environment and greater opportunity for all students. Younger students have access to shared spaces such as a large gymnasium, and playing fields that are not typically available at an elementary school. The design intentionally maintains separation between the elementary and secondary students, with separate wings, and the triple gymnasium is split into a double gymnasium separated by a solid wall from a single gymnasium, which is directly accessible from the elementary wing, and contains its own gym storage space. A raised stage area for the music program will have retractable soundproof walls on either side which allows performances/assembly type activities to be viewed from either the student commons cafetorium side or the large double gymnasium, allowing elementary students the opportunity to stage presentations or performances, unlike in a normal elementary school design.

The EarlyON space has been included in the elementary wing of the design, between the childcare space and the elementary classrooms, and the kitchen space will be available for use by the elementary panel for breakfast programs, hot lunches and special events.

Another strength of the collocation model is the reduced impact of student transitions, which do have a negative eakgatiTw (-6 ()D4 Tc -32 0 Tds3o)10 (hag (v)4 nc)14 (esduc)14 8n()6 (3

NNDSB values outdoor learning and it will continue. The JK-

and specialized supports abound when students can be brought together through school consolidation. Often, these specialized spaces, and the qualified staff to operate them, would be unavailable at smaller schools with low enrolment. In this way, school consolidation benefits all students.

Some community members continue to express desires for the existing elementary schools and the high school to be renovated, while others would like for a new elementary and high school to be built. In order to renovate or make a new proposal for two new schools, an accommodation review (ARC) would need to be submitted to the Ministry of Education for consideration. However, in June 2018, the Ministry introduced a freeze (a moratorium) on the initiation of new ARCs, meaning that no new renovation or development projects can be considered until such a time as the moratorium is lifted. NNDSB is fortunate that approval for the new JK-12 school was obtained prior to the moratorium and is thus permitted to proceed. If the Board terminates this project, there is no ability to pursue other options. As noted above, renovations to existing schools or constructing two buildings (an elementary and a secondary school) instead of the JK-12 school, would not be considered by the Ministry. The schools would remain underutilized, and funds would continue to go towards maintaining empty space, rather than being directed into student programming. Furthermore, future applications for funding would be looked upon negatively, based on our history of having declined

ministerial moratorium on PARGs. In the development of her report, the consultant concluded that based on the information available through the NNDSB and available publicly, the Board has consistently followed its required process. Ms. Dallip's full report is available to the public and posted on the board's website [here](#).

As with all schools, programming is driven by student interest. At the working drawing stage, the project architect met with staff representatives about the unique needs of their space. The PSHS administrator as well as the Superintendent attended each individual meeting. NNDSB created a Programming Sub-Committee with a specific focus on programming that continues to oversee these developments. Membership is comprised of NNDSB staff involved with capital projects management, the PSHS principal, and Superintendent. Additional staff resources are invited to attend as needed.

Over the winter months of 2022, in order to ensure that the JK-12 building design fit within the parameters set by the Ministry, the Board paused progress on the working drawings, and collaborated with the Ministry and its architects to review the floor plan and square footage of the design. Following confirmation from the Ministry that the design continues to meet the appropriate benchmarks, the Board requested that +VG resume work on the building design and working drawings. The building design and site plans are now complete and can be viewed on the board's website [here](#). Additionally, a video walkthrough of the site plans, floor plans and building renderings can be seen [here](#). This walkthrough will give you a sense of what the building will look like, and the general layout of the school spaces. A revised project schedule is projecting a September 2025 planned opening for the new school, which extends the expected timeframe for the project's other milestones as well.

Theme #5: Budget Constraints:

Questions regarding the age of the funding, how the budget would adapt to rising costs of construction, o o 7191ruc222 o oc

Building upon the information shared in theme 3 that articulates factors affecting the Ministry's funding formula, it is noted that further information would be helpful to expand our community's understanding. To arrive at the funding calculation, the Ministry has recognized geography and unique location needs as one element, referred to as "Geographic Area Factors" (GAF). The Ministry had calculated the GAF for the Parry Sound build at a lower rate than the GAF used to calculate capital projects constructed in other regions of NNDSB. This results in a lower funding allocation for the Parry Sound capital project in this category. Despite a lower GAF and an overall lower funding allocation, the proposed JK-12 build will feature a state of the art gymnasium and cafetorium with a raised stage area, a special needs hub which includes a barrier free kitchen area for life skills training and food preparation, a dedicated Indigenous Classroom with attached seminar room that will include appropriate ventilation for smudging ceremonies, award winning hexpod-design educational space with a large outdoor deck for outdoor collaboration, and an untouched greenspace area of approximately 2 acres that could be developed for student use. The finished product will be a welcoming space where all students can grow and thrive.

Similarly, funding approval age is another element drawn from construction benchmarks. Currently, NNDSB has plans for the use of temporary instructional space in two capital projects. It is noted that the temporary instructional space funding for the Parry Sound project was approved at a higher rate than other capital builds given the approval was received more recently (in 2020). As part of the independent report prepared, Ms. Dallip reviewed

occupy 3 rooms, including one infant room (10 spaces), one toddler room (15 spaces), and one preschool room (24 spaces), which is based entirely on the childcare operator's identified needs. The childcare center is designed to meet all licensing requirements, including the unobstructed floor space measurement required per child, the amount of

Building Magazine in August 2020. The benefits of this new design, which includes 120-degree corners, allow pods to be clustered in a honey-comb shape. The hexagonal space feels more spacious and fosters a sense of collaboration, very much in line with the 21st Century collaboration spaces that will be featured throughout the school. These pods also offer increased natural light, fresh air and eco-friendly designs. Each side is 17 feet long and 12 feet high, for a perimeter of 102 feet and surface area of 750 square feet, the size of a regular classroom.

The hexpod incorporates recycled, reusable and ethically sourced materials. This attribute reinforces the sustainability philosophy valued by the board and expected by the community. A traditional portable is constructed as a stick frame wood assembly with insulation in the wall. By contrast, the hexpod uses structural insulated panels (SIPs), a high-performance building system for residential and commercial construction. The lightweight panels comprise an insulating foam core sandwiched between two structural facings, typically oriented strand board fabricated with timber from sustainable sources. SIPs use less timber than the portable's stick frame and are one of the most economical and eco-friendly forms of construction. SIP buildings are also more energy efficient, strong, quiet and airtight. Less air leakage means fewer drafts, fewer noise penetrations and significantly lower energy bills with a consequent reduction in CO emissions. The continuity of the rigid insulation within the system enhances thermal reliability and inhibits the passage of water vapour, reducing susceptibility to mould-causing condensation.

Hexpods provide at least 50 percent more windows than a typical portable. Washable finishes on all surfaces allow

Theme #7: Enrollment Clarifications

Detailed questions were received on disparities in the board's enrollment projections, the external factors used to make the calculations, and how adaptable the predictions would be in response to an increase in student registrations due to COVID-19 relocations out of larger cities and into Parry Sound and surrounding communities. Questions were raised on the board's boundary lines and how registration to the new school would be determined.

NNDSB has consistently demonstrated a plus or minus of 2% in the accuracy of projected enrollments. This information is calculated using planning data from consecutive actual NNDSB grade enrolment figures, local municipalities and information obtained from the census, including population projections and birth data. The current Ontario population projections are based on the 2016 Census and run from 2017 to 2041. When considered all together, the collective data points to aging populations in the communities served by NNDSB, which is reflected in the school board's trend towards declining enrolment. When School-Aged Census Population data from 2011 is compared to 2016, for example, it shows that our district's school-age population continues to decline,

Over the last 4 years, the largest enrolment increases occurred in Whitestone Lake Public School, which has a small enrolment (59 students as of October 31, 2022), so a small increase in students results in a larger percentage increase. McDougall and Nobel, which are slated to consolidate into the new JK-12 build, have experienced minimal or no enrolment increases since 2019, and Parry Sound High School and Parry

In all of the communities, the largest percentage increases were identified in the 65 years and over demographic category. The communities with large percentage increases in all age categories were usually the communities with smaller populations, so the increase shown as a percentage is higher (for example, although Parry Sound and The Archipelago increased by a similar number overall, the percentage increase for the Archipelago was 84%, while it was only 7% for Parry Sound). Also of note is that Parry Sound, the largest of the 8 communities identified above, experienced a slight decrease in population in the 0-19 years category, and only a 1.6% increase in the 20-64 years category, but a 25% increase in the 65 years and over category.

As indicated in the independent consultant's report, the Board uses local municipal and regional development forecasts as a component of the development of their enrolment projections. The Board then applies its historical apportionment share of the total projected

where design details

As part of its commitment to more frequent, timely and transparent communication, NNDSB developed a protocol for written documents that includes stakeholders. Written communication has a process to be followed that allows the executive team, trustees, principals and managers, union partners and staff to see the information before it is sent to families, posted to the website, shared on social media, and distributed to media.

The intent of this protocol is to provide community stakeholders with relevant news while giving NNDSB staff advance notice wherever possible, as well as to ensure consistent, clear and accurate information.

These protocols supplement the long-standing administrative guidelines that lay out the process for communicating with NNDSB. The objective of the process is to deal with questions and concerns at the grassroots level and move questions and concerns through an ascending communication flow until the question or concern is addressed. For example, a teacher would speak to their principal; if the principal did not have an answer, they would speak to their superintendent, etc. A parent would address a concern with a teacher first, then the principal, then the superintendent, then the Director of Education, then the trustee who would then bring it to the Chair of the Board.

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