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| Procedure Title | School Openings, Amalgamations and Closures | | |
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| Review Date | | Originator | Administrative Council |
| References | | | |
| BP 3101-D "Accommodation Review - School Program and Facility Efficiency"; AP 1610-D "Board Logo Use and Publishing Standards"; Thames Valley District School Board "School Rededication, Opening and Closure Reception Planning Guide"; Bluewater District School Board Report March 19, 2013 "Walkerton District Community School Build Review – Lessons Learned"; Bluewater District School Board Classification and Retention Schedule; OSR Guidelines; Ministry Memo 2016:B11 "Request for Capital Project Funding Submissions" | | | |

1.0 RATIONALE

This procedure has been developed as a guideline to provide consistency across the board in managing the changing of school structures, school re-configurations, opening and naming of a new school, amalgamation and naming of two or more schools, and/or the closure of a school.

2.0 OFFICIAL NAMING OF SCHOOL AND BOARD FACILITIES

- 2.1 At the request of the board of trustees (BP 3301-D "Naming of School and Board Facilities") the director of education will, through the superintendent of education, contact the school council requesting that they establish a Naming Committee. The Naming Committee will be comprised of membership from the community, school staff, student population and the area trustee, with the superintendent of education acting in an ex-officio role (available for consultation).
- 2.2 Sometimes, a school or facility will retain its current name when relocating to another building or site. In the case of two or more schools being combined, the process for renaming a school will be followed to select a new name for the school.
- 2.3 Prior to the consultative process, the Naming Committee will determine from what area the name may be chosen from. Areas of choice 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 historical name that once applied to the area;
 - d) a geographical feature specific to Bluewater District School Board.
- 2.4 The Naming Committee will establish appropriate timelines for the collection of student and community input.
- 2.5 The Naming Committee will develop a fair process for the evaluation, review and consideration of all submissions received pertaining to the naming of the specific site being reviewed.
- 2.6 The Naming Committee will consult with the community, through the use of surveys, contests, or public forums to develop recommendations for the Board of Trustees' consideration. The committee may choose to also contact the board's communication officer in order to coordinate notices of the consultation on the board website.

- 2.7 Suggestions received through the consultation process will be reviewed by the committee to ensure that:
 - a) the name reflects the values of Bluewater District School Boards' Mission, Vision and Strategic Plan priorities;
 - b) the name does not restrict any future school consolidations.
- 2.8 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.
- 2.9 Once the name has been approved by the Board of Trustees, the superintendent of education will notify the appropriate staff in the ICT Department, and in the Business Services Department, in order to ensure ongoing accurate school data reporting to the Ministry of Education.
- 2.10 A media release announcing the new school name will be coordinated by the superintendent of education.

3.0 BUILDING DEDICATION PLAQUE

- 3.1 The cost of a building dedication plaque will be incorporated into the building cost of a new school building, or the refurbishment costs for a significant school renovation.
- 3.2 Corporate Services will arrange for building dedication plaques in new school buildings and for significant school renovations (i.e., wording, ordering, and arrangement for installation).
- 3.3 The plaque shall be placed at eye-level, predominately inside the building vestibule to the left (when possible).
- 3.4 To maintain consistency, a standard plaque template will be used as a guideline when designing the plaque.
 - I. Plaques will be cast metal with a dark hammered finish and raised milled letters and borders.
 - II. Arial font will be used as per AP 1610-D "Board Logo Use and Publishing Standards".
 - III. The following information shall be included, at the letter height listed:
 - a) Bluewater District School Board logo;
 - b) name of building, (0.6");
 - c) opening date, (0.375");
 - d) names of the following people (as of opening date):
 - i. chair of the board (0.25"),
 - ii. director of education (0.25"),
 - iii. local trustee (0.25"),
 - iv. trustees (Title will be 0.375", Names will be 0.25");
 - e) a statement of purpose for the new building/addition (0.375");
 - f) name of architect (0.25"),
 - g) name of contractor (0.25")
 - IV. The final size will be determined by the finished artwork.
- 3.5 The building dedication plaque will be unveiled at the official school opening (see section 5.0).

4.0 GROUND-BREAKING – NEW SCHOOL

- 4.1 For all new school builds there will be a planned ground-breaking ceremony, the purpose of which will be to celebrate the first day of construction.
- 4.2 The principal of the new school will coordinate with the Plant Services and Corporate Services Departments to plan this event.

- 4.3 As per Ministry Memo 2016:B11, Plant Services 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.
- 4.4 Invitees to a ground-breaking ceremony should include, but not be limited to:
- i. minister of education (by email at least three weeks in advance – response is not mandatory to proceed)
 - ii. ministry of education regional manager, field services branch
 - iii. chair of the board
 - iv. director of education
 - v. area trustee
 - vi. superintendent of education
 - vii. student senator/trustee/representative
 - viii. general contractor (if applicable)
 - ix. architect (if applicable)
 - x. board communications officer
 - xi. local media

5.0 OFFICIAL OPENING, AMALGAMATION 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 amalgamation of two or more schools. Similarly, a ceremony celebrating the history of a school shall be held when it is to be closed.
- II. The principal of the school has the responsibility of co-ordinating the celebration in co-operation with the superintendent of education and a planning committee.
- III. A budget for such events shall be developed by the principal and superintendent of education for review.

5.2 Planning

- I. The principal shall establish a Ceremony Planning Committee including representation of the following groups:
 - a) teaching and support staff;
 - b) school council;
 - c) home and school association (if applicable);
 - d) student council;
 - e) key community members
- 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.
- III. It is important to note that school closures/amalgamations 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.

5.3 Date, Time, and Location

- I. A ceremony celebrating the history of a school to be closed will be held within a reasonable proximity of the closing date.
- II. An official opening of a school/amalgamation of schools will be held in October of the first year of operation of the new school/amalgamation, or within a reasonable proximity of the official first day of school.

- 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

- I. Develop guest list as follows:

- a. Generally, the platform invitation list shall include:
- i. chair of the board
 - ii. area trustee
 - iii. director of education
 - iv. superintendent of education
 - v. general contractor (if applicable)
 - vi. architect (if applicable)
 - vii. other guests may be added at the discretion of the principal, in consultation with the superintendent of education.
- b. In addition to the school students and staff, and the school community, the list of invitees shall include:
- i. trustees
 - ii. supervisory officers
 - iii. school council
 - iv. home and school association (if applicable)
 - v. minister of education
 - vi. member of parliament (mp)
 - vii. member of provincial parliament (mpp)
 - viii. project supervisor (Bluewater District School Board)
 - ix. representatives from the amalgamated school communities

NOTE: For all new school opening, 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.

- c. The principal shall forward the names and addresses of invitees to applicable superintendent of education. Assistance may be provided in designing and printing invitations upon request of the principal.
- 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

Invitations should be sent with as much advance notification as possible.

- III. Design with support of the superintendent of education regarding printing and distribution, if required

- IV. Develop flyer advertising event

- V. Distribute flyer to:

- a. Local newspaper for community events page
- b. Local media
- c. Community businesses

- VI. Include flyer in school newsletters

- VII. Request to post on neighborhood business bulletin boards

5.5 Programs

- I. The principal (in coordination with the superintendent of education) and Ceremony Planning Committee will be responsible for the following elements of the program:
 - a. Planning a one-hour 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 slide show of the building progress

- II. The principal of the new school (or the school which students will be amalgamated into), along with the Ceremony Planning Committee, will have the responsibility of designing and printing programs. Programs should include:
 - a. "Official Opening", School and BWDSB logo, Building Name, Date of event
 - b. Background information of new building (e.g., size, capacity, grades, schools replaced, etc.)
 - c. O Canada
 - d. Welcome
 - e. Greetings/Speakers
 - f. Ribbon Cutting
 - g. Unveiling of the plaque
 - h. Closing Remarks

- III. **Order of Presenters/Speakers**
The order of presenters/speakers for all ceremonies should be as follows (where applicable):
 - a. principal / vice-principal
 - b. chairperson of the board
 - c. trustees who represent students at the school
 - d. student senator/trustee that represents students at the school
 - e. director of education
 - f. superintendent of education
 - g. school council chair
 - h. first nations representative (where applicable)
 - i. provincial representative
 - j. federal representative
 - k. municipal representative (e.g., warden of the county, mayor of the municipality etc.)

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 AMALGAMATED SCHOOLS

The proper retention of records and memorabilia from closed or amalgamated 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 Bluewater District School Board Classification and Retention Schedule is reviewed to determine which recorded information (records) are to be transferred and maintained at the new school; and
- b. administrative procedure AP 3402-D "Furniture, Fixtures and Equipment – Disposal" is followed.

6.1 Ownership of Materials

- a. All records, memorabilia, and any other materials housed at the school is 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 Corporate Services 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 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 amalgamated at current school site(s) (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. School bells will be permanently installed at the new school; either inside or outside, as deemed appropriate through feedback.
- c. Display cabinets may be installed in schools equal to one square foot per ten students of the closed school capacity.
- d. Display wall(s), cabinets or rooms will be dedicated to house materials.

6.5 Memorabilia

Principals must ensure that administrative procedure AP 3402-D "Furniture, Fixtures and Equipment – Disposal" 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 do not have a set retention period, or have surpassed their set retention period, but may still maintain historical significance/value.

- i. Yearbooks are not considered memorabilia and must be transferred to the new/amalgamated school.

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 will create an inventory list, using AF 2120 "Inventory of School Memorabilia / Art / Photographs - School Closures / Amalgamations", of all memorabilia within the school. Each item will be photographed as part of the inventory process.

- 6.5.2 The memorabilia inventory list will be shared at a meeting of the School Operations Committee. In the case of amalgamation, the list will be presented to the principal of the welcoming school, 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 Operations Committee, each inventoried item will be reviewed, and either identified to transfer to the new school/amalgamated school(s) or identified for possible donation to a historical society/archive/museum (see (i) below). All other memorabilia will be handled/gifted at the discretion of the principal (see section 6.1(c)).
- 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 Corporate Services for final review and approval to donate each item. In consultation with Corporate Services, the principal will complete administrative form AF 2119 "Deed of Gift Contract" for each item approved for donation.
- 6.5.4 The inventory list (AF 2120) will be updated to include the final location of each item and forwarded to Corporate Services for retention.

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 school inventory list (AF 2120) and photographed as part of the process.
- 6.6.2 At the discretion of the principal, in consultation with the School Operations Committee, each inventoried item will be reviewed, and either identified to transfer to the new school/amalgamated school(s) or identified for possible donation to a historical society/archive/museum. Administrative form AF 2119 will be completed for each item selected for donation (final approval for donation to be approved and coordinated through Corporate Services).

6.7 Artwork

An inventory of artwork (e.g., paintings, prints, ceramics) is maintained at the school and kept on file in Corporate Services. Decisions regarding artwork (e.g., retention, donation etc.) are to be made in consultation with the area superintendent of education and Administrative Council (where applicable).

Artwork will also be documented on the school inventory list (AF 2120). This information will be used to update the artwork inventory(ies) for the new school location(s).

The value of the artwork (both monetary and sentimental) will be taken into consideration, and each piece either identified to transfer to the new school/amalgamated school(s) or identified for possible donation to a historical society/archive/museum. Administrative form AF 2119 will be completed for each item selected for donation (final approval for donation to be approved and coordinated through Corporate Services).

- i. Donation to Historical Society/Archive/Museum
For those items identified for donation, the principal (or designate) in consultation with their area superintendent of education, will contact local historical societies/archives/museums to confirm interest in receiving specific items. Once interest has been confirmed, the principal will contact Corporate Services for final review and approval to donate each item. In consultation with Corporate Services, the principal will complete administrative form AF 2119 "Deed of Gift Contract" for each item approved for donation.

7.0 PLANNING FOR AMALGAMATION/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 24-30 months from the time the project has received Ministry of Education approval, to the move-in date.
- ii. Plant Services, in coordination with the superintendent of education, will develop timelines and share these with the Administrative Council throughout the project.
- iii. These timelines may incorporate the following:
 - a. project start and end dates
 - b. site meeting dates
 - c. packing timelines
 - d. health and safety review timelines/dates
 - e. demolition timelines
 - f. move-in timelines

II. Communications

- a. Communication is a critical component of a successful new build, significant renovation and/or amalgamation of schools. It is expected that regular and ongoing communication, consultation, and feedback will take place with staff, students, and community members throughout the project from school administration and system staff.
- b. The principal will coordinate all communication with students, staff, and community and will provide regular and ongoing updates on project status.
- c. The principal will request that the ICT Services Department establish a shared O365 SharePoint site /O365 Group for all schools involved in the project so that information/questions/answers can be posted. Plant Services will have access to this O365 SharePoint site /O365 Group as well, in order to provide clarification/feedback to questions in a timely fashion.

III. Feedback System

- a. Regular and on-going site meetings will occur through the new build/amalgamation project. Minutes are to be taken at these meetings.
- b. The principal will coordinate all feedback with staff.
- c. The principal will debrief staff after each site meeting and post the minutes of each minute within the O365 SharePoint site /O365 Group noted in 7.1-II-c.
- d. Staff will receive assistance in reading and interpreting floor plans from Plant Services personnel
- e. The superintendent of education (or designate) will attend all site meetings and debrief with the principal on a regular and ongoing basis.

IV. Staff Consultation

- a. Staff input will be requested for a designated amount of time prior to the cost of the project being finalized and approved by the Ministry of Education (consultation period). Opportunities for change after ministry approval will be limited to non-monetary modifications.
- b. All stakeholders impacted by a new build/significant renovation will be offered an opportunity for input as well during the consultation period.
- c. Feedback on input will be provided to stakeholders and staff.

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
 - iii. Instructional and programming requirements
 - iv. Integration of elementary and secondary students when needed
 - v. Special needs for students and staff
 - vi. Communications
 - vii. Blending of two or more school cultures
 - viii. Impact of new build/amalgamation 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. A School Operations Committee will be established by the superintendent of education to address the above factors. This committee will have broad representation from staff and others as appropriate.
- c. The School Operations Committee will liaise with the project manager on a regular and on-going basis.

II. Functionality of Office Layout

- a. Specific emphasis and time allocation are required to review the functionality of the office space in a new school build, or as part of a school renovation project that impact the office space. Many key functions are performed by office and administration staff that must be considered early in the project.
- b. An Office Layout Committee (OLC) will be established as a subcommittee of the School Operations Committee with representation from office professionals and administration to develop a functional office layout plan for the new build. The following factors should be considered in the office layout plan:
 - i. privacy
 - ii. security
 - iii. interaction with students, staff and public
 - iv. storage
 - v. flow of space
 - vi. work station ergonomics
 - vii. lighting

III. Storage

- a. Storage will be a component of the 'Transitions/Integration Plan' developed by the School Operations Committee.
- b. The following components will be reviewed:
 - i. elementary and secondary needs
 - ii. program needs
 - iii. retention and archiving (the Bluewater District School Board Classification and Retention Schedule will be utilized)
 - 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, daycare)

IV. Building Design

- a. The structural design of the school impact on many aspects of the operations and general flow of the school day. The layout, site lines for supervision and security, numbers and sizes of washrooms, placement of electrical outlets and technology infrastructure, flow of student traffic in hallways, front door security, fire exits, allocation of classrooms, green spaces, parking spaces, bus routes, case work in classrooms, shared student spaces, and so forth impact on the efficiency of a building as well as the well-being of students and staff.
- b. Feedback from each new build will be compiled by Plant Services and will be reviewed to identify best practices for building design
- c. Best practices for building design will be shared by Plant Services with the School Operations Committee prior to a new build.

V. Ministry of Education Enrolment Benchmarks

- a. 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.
- b. The cost of a site supervisor that can maintain a schedule, maintain quality control of the trades and work with the construction priorities will be included in the bidding process.
- c. That the costs for new furniture, window coverings and specialized equipment will be incorporated into the capital request for a new build.

VI. 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/Integration Plan' developed by the School Operations Committee for the build or consolidation.
- c. If the sharing and/or division of resources is necessary, the School Operations Committee (or principals involved) 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.

VII. 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. Where possible, new builds will be constructed on sites other than where schools are currently located.
- c. Consideration will be given to the time that staff will require to pack their instructional materials without students present. Plant Services staff will assist wherever possible.
- d. A comprehensive integration plan will be developed to assist with the transition when multiple schools are being combined.

VIII. Board Support

- a. Consistency of support and accessibility of system staff for a new build or consolidation project is essential.
- b. A list of support staff will be generated by the School Operations Committee 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, for example superintendent of education, project manager.
- d. System staff will be available and visible during the move into the new school.

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/Integration 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 School Operations Committee will incorporate student, staff, and community well-being into the development of the 'Transition/Integration 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/amalgamations (with modified timelines). Principals should work in coordination with the Superintendent of Education to apply/modify these timelines, as appropriate.

I. Minimum five months (if possible)

- a. Refer to Administrative Procedure AP 3301-D "School Openings, Amalgamations and Closures". Call your superintendent of education with any questions
- b. Discuss the ceremony with your 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, and community members.
- 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

- a. 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.
- b. Speak with staff about student involvement. Consider songs, presentations and dances by classes or groups as well as choir and band participation. Have teachers confirm their groups' participation by an established date.
- c. 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 superintendent of education if you require assistance with the printing. Allow for at least two weeks for completion.
- d. Contact Plant Services regarding the presentation of school keys and a plaque, if applicable.
- e. Identify any other presentations to be made and make arrangements for them.

IV. Two months before

- a. Speak with staff about additional student involvement. Consider the master of ceremonies, student hosts for dignitaries, door greeters, tour guides, refreshment hosts, coat-check people, and set-up 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 superintendent of education for mailing noting the list in the Administrative Procedure AP 3301-D. 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 board communications officer to arrange photography of the event and coverage.
- f. Inform the local newspaper.
- 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.

VI. Three weeks before

- a. Confirm with Plant Services when presentation items such as keys or plaques will arrive.
- b. Follow-up on any equipment that will be required.

VII. Two weeks before

- a. Do a walk-through 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 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 students 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, 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 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 Corporate Services regarding the proper retention process for any archival items.

*Thank you to Thames Valley District School Board for sharing their
"School Rededication, Opening and Closure Reception Planning Guide"*