

BOARD MEETING

Tuesday, September 9, 2025 | 6:30 pm

North Bay Boardroom

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

AGENDA

1.0 Call to Order

Land Acknowledgement

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

2.0 Request for Leaves of Absence

Motion:

In accordance with BL-102, be it resolved that Trustee(s) Bill Steer be granted a leave of absence from the September 9, 2025 Board meeting, as confirmation of regrets was provided in advance of the meeting.

3.0 Attendance

- 3.1 Confirmation of Quorum
- 3.2 Declaration of Conflict of Interest

4.0 Approval of the Agenda ✓

Motion: That the agenda for the Board meeting of September 9, 2025 be approved.

Motion: That Dev Bassi, of Chippewa Secondary School, be appointed as the Student Trustee for the 2025/26 school year, as recommended by the Near North Student Senate.

5.0 Approval of Previous Minutes ✓ ✓

Motion: That the minutes of the regular Board meeting of June 10, 2025, be approved.

Motion: That the minutes of the special Board meeting of July 21, 2025, be approved.

6.0 Communication to the Board

6.1 Information Items

6.1.1 Monthly Tender Report – nil report

6.1.2 Monthly Meeting Calendar ✓

6.1.3 Director's Update ✓

6.1.4 Correspondence ✓

- Correspondence to Chair from Minister Calandra July 25, 2025
- Correspondence to Chair from Stephanie Donaldson August 20, 2025
- Correspondence to Chair from Minister Calandra August 29, 2025
- Correspondence to NNDSB from Parents for Parry Sound August 11, 2025
- Correspondence to NNDSB from Parents for Parry Sound August 12, 2025
- Correspondence to NNDSB from Parents for Parry Sound August 14, 2025
- Correspondence to NNDSB from Town of Parry Sound August 13, 2025
- Correspondence to Minister from Township of McKellar September 4, 2025

6.2 Chair's Remarks

6.3 OPSBA Report – Trustee Steer

6.4 Student Trustees' Update

Indigenous Youth Circle Update

Student Trustee Report ✓

6.5 Community Involvement

Scheduled Delegations – n/a

7.0 Items for Decision

7.1 Report from the Committee of the Whole Closed Session

7.2 Report from the Committee of the Whole Public Session

7.3 Trustee Resignation ✓

Motion: That the Board accept the resignation of trustee Julie Bertram effective August 28, 2025.

7.4 OPSBA Annual Fees ✓

Motion: That the Board approve the 2025/26 Ontario Public School Boards' Association membership fees.

7.5 OSTA Annual Fees ✓

Motion: That the Board approve the 2025/26 Ontario Student Trustees' Association membership fees.

7.6 OPSBA Northern Conference ✓

Motion: That the Board approve the following trustees to attend the OPSBA Northern Regional meeting in Sault Ste. Marie October 17-18, 2025:
Bill Steer, Caren Gagne, _____. (*trustees to arrange their own travel/accommodations*)

7.7 OSTA/AECO Fall General Meeting

Motion: That the Board approve the following student trustees to attend the OSTA Fall General meeting in Toronto November 13-16, 2025: Riley Trudeau and Dev Bassi.

7.8 Statement by Treasurer ✓

Motion: That the Board approve the Statement by Treasurer regarding Borrowing for Current Expenditures.

7.9 Audit and Finance Committee Membership

Motion: That the Board approve the appointment of Ashley St. Pierre to the Audit Committee.

Motion: That the Board approve the appointment of Caren Gagne to the Finance Committee.

8.0 Committee Reports and Minutes

- 8.1 Finance Committee Quarterly Report ✓
- 8.2 PIC Year-end Report ✓
- 8.3 MYSP Yearly Strategic Progress Plan Review ✓
- 8.4 Governance Committee - verbal update C. Gagne

9.0 Next meeting Date: October 14, 2025

10.0 Adjournment

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



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

Ashley St. Pierre, Chair

Craig Myles, Director of Education

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

Trustees Present:

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

Administrative Staff Present:

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

Regrets: n/a

Other:

Staff, media, community members

1.0 Call to Order

Chair St. Pierre called the meeting to order at 6:18 pm after consensus was reached to begin 10 minutes early. Members of the public were welcomed virtually.

1.1 Land Acknowledgement

Vice-Chair Wesley read the Land Acknowledgement.

2.0 Request for Leave of Absence – n/a

3.0 Attendance

3.1 Confirmation of Quorum

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

3.2 Declaration of Conflict of Interest - none declared.

4.0 Approval of the Agenda

Motion: 25-06-01, C. Gagne/J.Fuscaldo

That the agenda for the Board meeting of June 10, 2025, be approved as amended. The amendment being the addition of item 7.8 resignation of Trustee Fuscaldo. – CARRIED

4.1 Presentation to Student Trustee Nanak Sidhu

Chair St. Pierre invited Student Trustee Sidhu forward to receive a special recognition as his term has ended. Director Myles said it was his pleasure and honour to present Nanak with a certificate commemorating his leadership and work as student trustee.

5.0 Approval of Previous Minutes

Motion: 25-06-02, S. Hall/L.Sargent

That the minutes of the May 13, 2025, regular board meeting be approved. – CARRIED.

6.0 Communication to the Board

6.1 Information Items – Chair St. Pierre noted the following information items provided in advance to trustees and requested any questions be emailed to the Director’s office.

- 6.1.1 Monthly Tender Report – nil report
- 6.1.2 Monthly Meeting Calendar
- 6.1.3 AG Capital Projects (final)
- 6.1.4 AG Safe Arrivals (consultation)
- 6.1.5 AG Crisis Response (consultation)
- 6.1.6 AG Volunteers (consultation)
- 6.1.7 Math Achievement Action Plan Report
- 6.1.8 Director’s Update
- 6.1.9 Graduation Schedule
- 6.1.10 Correspondence

- Correspondence to CSPNE from Chair St. Pierre May 29, 2025
- Correspondence to trustees from Jacob Kennedy June 3, 2025
- Correspondence to trustees from J. Fuscaldo June 5, 2025

Vice Chair Wesley thanked Jacob Kennedy for his letter re inclement weather and acknowledged school councils’ concerns.

6.2 Chair’s Remarks

“As we gather for our final regular board meeting of the school year, I want to take a moment to reflect on what we have accomplished, express my gratitude and look ahead to the future with hope and intention. First to our students. You continue to be the reason we do this work. Whether you are graduating, moving up to the next grade or celebrating another year of growth, your resilience, creativity and passion inspire us every day.

To our educators, administrators and staff: This year has brought its share of challenges

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and triumphs and through it all your dedication never wavered. From classroom instruction to support services, your work makes a profound difference in the lives of students.

To our families and community partners: Thank you for your partnership, your advocacy and your trust. Education is a shared responsibility, and your engagement strengthens our schools and enriches our mission.

To Trustees Fuscaldo and Phillips: thank you for your contributions at the board table and valuable dialogue. I know you both will continue to be strong advocates for public education. I wish everyone a wonderful, restful and enjoyable summer.”

6.3 OPSBA Report

Trustee Steer’s report was provided in the agenda package and included OPSBA’s update on Bill 33 the *Supporting Children and Student’s Act*.

6.4 Student Trustees’ Updates

Indigenous Student Trustee Riley Trudeau reported that NNDSB students have been hosting their school powwows; the IYC held its retreat at Nipissing University on June 5 where students participated in cultural activities and valuable connections with other students. She said that IYC has been the highlight of many students’ secondary school experiences, and expressed how proud she is of these students who continue to inspire. She also thanked NNDSB’s Indigenous Education Team for their support of the students and IYC.

Student Trustee Nanak Sidhu thanked the Board for his time as Student Trustee noting how much he learned. He also reported on end of year activities, exams and upcoming graduations.

6.5 Community Involvement

Scheduled Delegations – Chair St. Pierre noted that the Board received interest from Matt Richter to present but he did not follow through at this time.

7.0 Items for Decision

7.1 Report from the Closed Committee of the Whole Session

Motion: 25-06-03, S.Hall/L.Sargent

That the Board approve the local Terms and Conditions in effect September 1, 2023 to August 31, 2027 for Near North Principals’ Council. – CARRIED

7.2 Report from the Committee of the Whole Public Session – n/a

7.3 Motion: 25-06-04, L.Sargent/S.Hall

That the Board accept the resignation of Trustee Chantal Phillips with regrets effective June 30, 2025. - CARRIED

7.4 Motion: 25-06-05, L.Sargent/J.Bertram

That the Board approve the updated Special Education Plan 2025-26 as presented to the

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Special Education Advisory Committee on May 22, 2025. - CARRIED

7.5 Motion: 25-06-06, C.Gagne/C.Phillips

That the 2025-26 budget recommendations be received from SEAC by the Board of Trustees and forwarded to the Finance Committee for consideration. - CARRIED

7.6 Motion: 25-06-07, C. Gagne/B.Steer

That the Board approve the addition of the new JK-12 Parry Sound School to the list of Near North District School Board schools eligible for the Rural and Northern Education Allocation. - CARRIED

7.7 Motion: 25-06-08, C.Gagne/L.Sargent

That pursuant to clause 194 (1) of the *Education Act*, the Trustees of the Near North District School Board declare that as of September 1, 2025, the property at 146 Hamel Avenue, Nobel, ON, is not required for the purposes of the board; and that the Trustees of the Near North District School Board approve that, after September 1, 2025, the property be disposed of in accordance with Ontario Regulation 374/23 – *Acquisition and Disposition of Real Property*. - DEFEATED

A recorded vote was requested by Vice-Chair Wesley.

	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		

7.8 Motion: 25-06-09, C.Gagne/C.Phillips

That the Board accept the resignation of Trustee Jeanie Fuscaldo with regrets effective June 11, 2025. - CARRIED

8.0 Committee Minutes

MYSP 25-05-26 (unofficial)
NB Consolidation 25-05-27 (unofficial)

9.0 Next meeting Date: September 9, 2025

10.0 Adjournment

Motion: 25-06-10, C.Gagne/J.Bertram

That on June 10, 2025 we do now adjourn at 7:01pm.

Ashley St. Pierre
Chair

Craig Myles
Director

RESOLUTION SUMMARY

<p>25-06-01 C. Gagne J.Fuscaldo</p>	<p>That the agenda for the Board meeting of June 10, 2025, be approved as amended. The amendment being the addition of item 7.8 resignation of Trustee Fuscaldo. – CARRIED</p>
<p>25-06-02 S. Hall L.Sargent</p>	<p>That the minutes of the regular Board meeting of May 13, 2025, be approved. - CARRIED</p>
<p>25-06-03 S.Hall L. Sargent</p>	<p>That the Board approve the local Terms and Conditions in effect September 1, 2023 to August 31, 2027 for Near North Principals’ Council. – CARRIED</p>
<p>25-06-04 L.Sargent S.Hall</p>	<p>That the Board accept the resignation of Trustee Chantal Phillips with regrets effective June 30, 2025. – CARRIED</p>
<p>25-06-05 L.Sargent J.Bertram</p>	<p>That the Board approve the updated Special Education Plan 2025-26 as presented to the Special Education Advisory Committee on May 22, 2025. – CARRIED</p>
<p>25-06-06 C.Gagne C.Phillips</p>	<p>That the 2025-26 budget recommendations be received from SEAC by the Board of Trustees and forwarded to the Finance Committee for consideration. - CARRIED</p>
<p>25-06-07 C.Gagne B.Steer</p>	<p>That the Board approve the addition of the new JK-12 Parry Sound School to the list of Near North District School Board schools eligible for the Rural and Northern Education Allocation. - CARRIED</p>
<p>25-06-08 C.Gagne L.Sargent</p>	<p>That pursuant to clause 194 (1) of the <i>Education Act</i>, the Trustees of the Near North District School Board declare that as of September 1, 2025, the property at 146 Hamel Avenue, Nobel, ON, is not required for the purposes of the board; and that the Trustees of the Near North District School Board approve that, after September 1, 2025, the property be disposed of in accordance with Ontario Regulation 374/23 – <i>Acquisition and Disposition of Real Property</i>. - DEFEATED</p>
<p>25-06-09 C.Gagne C.Phillips</p>	<p>That the Board accept the resignation of Trustee Jeanie Fuscaldo with regrets effective June 11, 2025. - CARRIED</p>
<p>25-05-10 C. Gagne J.Bertram</p>	<p>That on June 10, 2025, we do now adjourn at 7:01 pm. – CARRIED</p>



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

Ashley St. Pierre, Chair

Craig Myles, Director of Education

The July 21, 2025 **Special Board Meeting** of the Near North District School Board was held in person at the Head Office and via a Zoom video and/or teleconference.

Trustees Present:

Ashley St. Pierre ®
Howard Wesley ®
Julie Bertram ®
Caren Gagne
Shane Hall ®
Louise Sargent
Bill Steer

Administrative Staff Present:

Craig Myles, Director of Education
Gay Smylie, Superintendent
Seija Van Haesendonck, Superintendent of Business
Kim Pauli, Associate Superintendent ®
Wendi Proulx, Manager of Finance ®
Deb Bartlett, Communications Officer ®
Maureen Egan, Executive Assistant
Stephanie Courchesne, Executive Assistant

Trustees Regrets: n/a

Regrets: Mel Gray, Superintendent
Tim Graves, Superintendent

Other: n/a

® attended remotely via Zoom video or audio conference

1.0 Call to Order

Chair St. Pierre called the Special Board meeting to order at 11:06 am.

Land Acknowledgement

Trustee Steer delivered a reflective land acknowledgement, sharing a personal story about discovering a significant pictograph along the Matawa River. He emphasized the spiritual and cultural importance of such sites to Indigenous communities and acknowledged the traditional territories of the Anishinaabe and Algonquin peoples.

2.0 Attendance and Declaration of Conflict of Interest

Attendance indicated that 7 trustees were present for the meeting.
The floor was opened for trustees to declare conflicts of interest, with none rose.

3.0 Review of the Agenda

Chair St. Pierre thanked everyone for attending. She advised Trustees that this meeting has been convened as a “Special Meeting”. Our bylaws state that a special meeting may be convened at the call of the Chair. Please note as per bylaw 105 clause 3 no other items shall be transacted or considered unless all members of the Board qualified to vote on the matter are present and agree unanimously to so consider.

Motion: 25-07-01, J.Bertram/C.Gagne

That the agenda for the Special Board meeting of July 21, 2025 be approved. – CARRIED.

4.0 Trustee Vacancies

The Board addressed the need to fill two trustee vacancies resulting from recent resignations. Trustees discussed the importance of ensuring these individuals are contacted promptly and confirm their willingness to serve. An amendment was added to the motion stating that if either candidate declines, the Board will initiate an application process to fill the vacancy without delay.

Motion: 25-07-02, H.Wesley/B.Steer

That the Board fill the current trustee vacancies with the 2022 election runners-up from zones 1 and 3 and if unsuccessful that the Board proceed with the application process. - CARRIED

5.0 Finance Committee Reports

Chair St. Pierre thanked the Superintendent of Business and her team for the work on the budget. She noted that it is increasingly difficulty to manage the budget and their work has made it easier for trustees to consider and discuss.

5.1 Review of the 2025/26 Budget

Motion: 24-07-03, H.Wesley/C.Gagne

That the Board approves the 2025-2026 budget as presented. – CARRIED

Trustee Hall, Chair of the Finance Committee, introduced the 2025–2026 budget. He noted that the Finance Committee had met on July 15 to review the draft budget, brought forward for Board approval. Superintendent Van Haesendonck provided an overview of the budget, highlighting the challenges of managing within a constrained fiscal environment. Trustee Sargent raised concerns regarding the transparency and completeness of the budget materials. Trustee Bertram echoed these concerns, requesting more detailed breakdowns of legal and consultant fees.

Trustee Sargent asked for a recorded vote. Trustee Sargent stated she is voting no because she is not seeing the budget in its entirety.

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

5.2 In-Year Deficit Elimination Plan

Motion: 25-07-04, B.Steer/S.Hall

That the Board approved the 2025-2026 Estimates in year Deficit Elimination Plan as presented. – CARRIED

The Board reviewed the 2025–2026 In-Year Deficit Elimination Plan. Trustee Hall introduced the plan, noting a key amendment: the language in Appendix A was changed from “right-sizing staffing” to “right-sizing operations.” Superintendent Van Haesendonck explained that the plan includes implementing a revised Attendance Support Program, as mandated by PPM 171. Trustees expressed concern that the plan’s cost-saving measures could lead to staff reductions before exploring alternatives such as asset sales. Vice-Chair Wesley and Trustee Bertram emphasized the need to prioritize people over buildings. Director Myles and Superintendent Van Haesendonck provided detailed explanations of the complexities involved in asset disposition. Trustees discussed the possibility of revising the deficit plan during the fall or winter.

Director Myles provided comments on the asset piece to ensure clarity re Widdifield. He explained that prior to this current board of trustees, a proposal was sent to the Ministry involving consolidating LLC, Alliance and the board office to the Widdifield site. The disposition of these three properties would generate significant income and long-term savings for the Board. He emphasized the solid infrastructure of Widdifield and potential community use and partnerships. Director Myles also noted the current revenue generated via Widdifield with short term leases with movie companies.

SBO Van Haesendonck further explained that if Widdifield is declared surplus we would have to wait until the Ministry’s next intake period (once per year). She also advised trustees that the Board’s Maintenance Shop would have to move into leased property because no schools could accommodate it thus resulting in additional costs. There would be no operating savings in the 25/26 year with the sale of Widdifield.

Vice-Chair Wesley thanked the Director and SBO for this information reiterating that the elimination plan should not focus on staff reductions. Trustee Bertram concurred with Vice-Chair Wesley noting the importance of selling assets. Trustee Steer stated that the Board needs to trust staff to manage the budget and elimination plan.

Trustee Bertram asked about the past considerations of selling Whitewoods PS or Northern Secondary. SBO Van Haensendonck explained that as part of a condensed capital priorities program application window in spring of 2022, when the Ministry required that boards submit at least two projects if it intended to submit one, a potential project of incorporating WW into Northern was put forward with a timeline years away, in addition to resubmitting a revised Widdifield consolidation plan. At the time, the Ministry declined both submissions, and a further debrief indicated both projects required more information. Since that time, the Ministry has overhauled the capital priorities program and requires project submissions that include formal designs and improved cost estimates, which requires a financial commitment by the board. As the NBCC has been reviewing the Widdifield project, and with the current focus on the PS JK-12 build, the financial commitment to create an architectural plan for the Widdifield consolidation has not been made to date. If NBCC/the board were to commit to maintaining Widdifield and

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submitting a new capital priorities project request to the Ministry, there are fulsome guidelines from the Ministry on what is needed for a complete submission.

Director Myles reminded trustees that the continuation of the report from the North Bay Consolidation Committee is coming forward in the fall. He encouraged trustees to submit any questions re Widdifield to Superintendent Gay Smylie for information into the report.

Trustee Sargent asked for a recorded vote re elimination plan.

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

Trustee Gagne expressed her full confidence in NNDSB senior staff and in the finance committee. She recommended that in the future, the Finance Committee’s terms of reference be adjusted to include finance experience.

5.3 Borrowing Resolutions

Motion: 25-07-05, S.Hall/H.Wesley

That the Board approves the Borrowing Resolutions for the period of September 1, 2025 to August 31, 2026. - CARRIED

Trustee Hall introduced the motion, explaining that it is a standard annual procedure to ensure the Board has access to short-term financing if needed.

5.4 Finance Committee Minutes

25-07-15 (unofficial)

Trustee Sargent reiterated concerns about the Finance Committee’s access to complete budget information. She emphasized that while she respects the hard work of staff and committee members, trustees must be confident that all relevant financial data is being reviewed and discussed. Trustee Bertram supported this view, stating that budget oversight should be a collective responsibility. Trustees discussed the importance of improving enrollment and exploring alternative cost-saving measures beyond staff reductions. Trustee Gagne expressed confidence in staff and the Finance Committee but recommended revisiting the committee’s terms of reference to ensure financial expertise is represented.

6.0 Adjournment

Motion: 25-07-06, S.Hall/H.Wesley

That on July 21, 2025 we do now adjourn at 12:37 pm. – CARRIED

Ashley St. Pierre
Chair

Craig Myles
Director

RESOLUTION SUMMARY

25-07-01 L.Sargent B.Steer	That the agenda for the Special Board meeting of July 21, 2025 be approved.– CARRIED.
25-07-02 C.Gagne B.Steer	the amendment to the Director’s contract effective immediately. - CARRIED
25-07-03 S.Hall H.Wesley	That the NNDSB approves the 2024-2025 budget as presented, as recommended by the Finance Committee. - CARRIED
25-07-04 L.Sargent S.Hall	That the Near North District School Board awards tender <i>NNDSB 2024-014 Electrical Service Upgrades, West Ferris Secondary School</i> to Bernard Rochefort Limited for \$544,000.00 plus HST. - Carried
24-07-05 S.Hall H.Wesley	That the Near North District School Board approves the Borrowing Resolutions for the period of June 29, 2024 to August 31, 2025.
24-07-06 B.Steer C.Gagne	That on July 15, 2024 we do now adjourn at 12:37 pm. – CARRIED

BOARD REPORT

Title:	Board of Trustees Committee Meeting Calendar September/October 2025
Board Committees	<p>It is noted that the Board of Trustees has structured committees for the purposes of conducting its work more effectively. Committees of the Board of Trustees are comprised of:</p> <ul style="list-style-type: none"> • Statutory Committees- which are established under Provincial Regulations and have mandates, composition, and terms of reference as required by the Regulations; • Ad Hoc Committees- which are formed to assist the Board by doing “pre-Board work” to address a specific topic or project. <p>The NNDSB Board of Trustees welcomes members of the public to attend as observers to public Board of Trustee committee meetings. In support of this commitment, upcoming committee dates are listed below.</p>
Current Scheduled Meetings	<p><u>Audit</u> (contact Stephanie Courchesne) September 24 at 3:00 pm</p> <p><u>Finance</u> (contact Stephanie Courchesne) September 16 at 11:00 am</p> <p><u>MYSP Committee</u> September tbc</p> <p><u>PIC</u> (contact Stephanie Norrie) September 24 at 6:00 pm</p> <p><u>SEAC</u> (contact Stephanie Norrie) September 24 at 1:00 pm October 22 at 1:00 pm</p>

Title:	Director's Update
Contact:	Craig Myles, Director of Education
Date Submitted:	Board Meeting Sept 9, 2025
Welcome	<p>Welcome all students, staff, caregivers, school communities and trustees back to school. We look forward to innovative learning and student engagement in the 2025-2026 school year.</p> <p>Welcome back to all trustees as we resume the work of the Near North DSB heading into the 2025/256school year. I'd like to recognize the two new trustees Jay Aspin and John Arkwright.</p> <p>Jay Aspin has rejoined the Near North District School Board for a fourth time, demonstrating his strong passion for education. In the past, he has chaired the board on two separate occasions, was elected President of the Northern Ontario School Trustees Association and elected a board member of the Ontario School Trustees Council, the forerunner of the current Ontario Public School Boards Association (OPSBA).</p> <p>In 2024, he was recognized by being awarded the Community Builders Award for Educational Commitment and Leadership in the region. He also received Bernadine Yackman Award from OPSBA for his dedication and outstanding contribution to education in Northern Ontario. He also received Trustee of the Year in 2023.</p> <p>Beyond education, he served six terms on the North Bay City Council as well as a term as the Member of Parliament for Nipissing-Timiskaming. He has served on several public sector boards, including Ontario Health, Tribunals Ontario and Invest Ontario.</p> <p>Recently, the Lieutenant Governor inducted him to the Order of Ontario, Ontario's highest civilian recognition.</p> <p>Trustee Arkwright first ran for trustee in the 2022 municipal election motivated by a strong desire to be part of creating a solid education system for students. He firmly believes that children are our future and that strong supportive schools are essential to their success.</p> <p>With a professional background in media, sales and marketing, Trustee Arkwright brings valuable experience in communication and relationship building. He is known for working with people in a straightforward and collaborative manner - an approach he believes will serve him well in his role</p>

	<p>as trustee.</p> <p>Please join me in recognizing our student trustees. We welcome Dev Bassie as the Student Trustee for the 2025-2026 year. We look forward to supporting Dev as he assumes this prestigious role. The Director’s Office is also pleased to welcome back Riley Trudeau for her second term as the Indigenous Student Trustee. We look forward to Riley’s monthly updates and her work with our Indigenous Youth Circle.</p>
<p>Excellence in relationships and Teaching and Learning</p>	<p>This was a tremendously busy summer, with facility improvements, ongoing construction projects, and contingency planning to ensure safe transitions to learning in a rapidly changing environment.</p> <p>NNDSB educators are leaders in literacy, and last year, the literacy team was chosen as one of the recipients of the Dyslexia Canada Educational Excellence Awards by the Dyslexia Canada Board of Directors. NNDSB educators Lisa Rogers, Courtney Berger and Kristen Roy participated in the IDA Ontario podcast that launched Monday, Aug. 18. The podcast is hosted by Kate Winn, classroom teacher and host of IDA Ontario’s podcast Reading Road Trip. The podcast is for “travellers” on the road to evidence-based literacy instruction.</p> <p>The episode discusses how the board’s literacy team transformed reading outcomes for intermediate students through a targeted, data-driven, structured literacy intervention. The podcast can be found here.</p> <p>Staff worked diligently over the summer to ensure that the 2024-25 school year was wrapped up while at the same time planning for the new school year ahead. Schools were refreshed and refurbished to ensure a safe and welcoming teaching and learning environment conducive to student achievement and wellbeing. Data shows there is tremendous momentum moving into 2025/26 toward the achievement of the four key strategic priorities within the Multi-Year Strategy Plan (MYSP)— Excellence in Teaching and Learning, Excellence in Innovation, Excellence in Communication and Excellence in Relationships.</p> <p>The board will continue to act on its priorities and manage our resources prudently while committing to measuring our progress over time. You are encouraged to view the 2021-2026 Multi-Year Strategic Plan on the board’s website. We are now entering the last year of the current plan. Keeping in mind that this is a living document, MYSP members have been gathering a variety of feedback and will determine any updates to the plan for 2026-2031 over the 2025-2026 school year.</p>

	<p>Please note that with changes at the Ministry of Education, we must always be mindful of adjustments to how NNDSB and all school boards operate across the province. Recent Ministry announcements impact the system including staff, students, trustees, caregivers and partners. NNDSB is well situated to flex.</p> <p>We welcome and look forward to working further with Minister of Education Calandra and any new initiatives he may bring forward.</p>
<p>Administrative Guidelines for Consultation</p>	<p>Draft Administrative Guidelines (AG) are placed on the website for the public consultation phase. Feedback will be collected for 30 days. Currently AG Volunteers in Schools is open for comments/feedback. As a reminder, invitations for feedback are located here along with the full inventory of NNDSB administrative guidelines: https://www.nearnorthschools.ca/board/administrative-guidelines/</p>

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8



July 25, 2025

Ms. Ashley St. Pierre
Chair, Near North District School Board

Ashley.StPierre@nearnorthschools.ca

Dear Ms. St. Pierre,

It is now clear to me that the new Parry Sound K–12 school will not be ready to open for the start of the school year in September.

Despite my correspondence in June outlining specific expectations, including the requirement for a detailed contingency plan, the ministry has yet to receive a formal update from the board addressing next steps.

This delay is deeply concerning and has left parents, students, and staff in a state of uncertainty with only weeks remaining before the first day of school.

I expect to receive a formal plan outlining alternative arrangements for students by no later than July 31, 2025. This must be accompanied by a clear communications plan for parents and ensure uninterrupted learning for all students.

At this stage, a failure to provide timely communication to families is unacceptable. The board must act with urgency and transparency to restore confidence and fulfill its obligations to the community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul Calandra".

The Honourable Paul Calandra
Minister of Education

August 20, 2025

Good afternoon Chair St. Pierre,

Thank you for reaching out to OPSBA to seek advice regarding matters at the Near North District School Board. I appreciate the opportunity to provide assistance and welcome any future opportunity to do so.

I'd like to start with some context setting about fiduciary responsibilities, typical construction delays across the province, and the role of the Board as the employer. I will then provide specific advice, for your consideration, about the special Board meeting you held yesterday.

CONTEXT

Role of Trustee – Fiduciary Duty

Let me start by saying that one of the strengths of the governance model in public education is that the public democratically elects their local Board members and entrusts the oversight of their school boards to these elected officials on behalf of their community's most valuable resource – their children and youth. It is a unique role, because, as trustees, you are accountable to your electorate, but you also have a very serious and important fiduciary duty to the school board as a corporate entity. Another unique aspect of school board governance is how heavily regulated the sector is through various legal obligations that apply to school board staff and trustees alike, via the [Education Act](#) and other statutes and legal instruments that the province uses. Given the extremely sensitive nature of the work of school boards – with children and youth – it's appropriate for the province and the public to have very high expectations for the governance and the operation of their school board.

I welcome you to continue to work with the trustees of your board to access the free governance resources available to them through OPSBA and OESC. Specifically, Module 1 of the [OESC Good Governance for School Boards Trustee Professional Development Program](#), where the board's fiduciary role is outlined as follows:

“Fiduciary duty is the legal responsibility of a board member to act in the best interests of the organization, rather than their own.

The board of trustees has the responsibility to competently protect the interests, image, and credibility of the school board, to ensure its financial viability, and to act in accordance with all applicable laws, regulations, and policies governing the board or enacted by the government.

These are significant and complex responsibilities that require trustees to quickly acquire education sector expertise and skills to effectively handle the range of information that requires decisions, as well as exercise vigilance about the impact of developments and decisions on students, families and the broader community.

Legislative requirements found in the Education Act stipulate that every school board shall ‘ensure effective stewardship of the board’s resources’.

School boards should strive to ensure the delivery of the Multi Year Strategic Plan, while fulfilling legislative, regulatory, and collective agreement obligations.”

Construction Delays Across the Province

I also note that your email addressed concerns about the opening of the new Parry Sound school. I would share with you that school openings over the last few years, due primarily to construction staff shortages, supply chain issues, municipal and ministry approvals, have regularly been delayed. Boards have successfully navigated these changes by providing contingency plans to accommodate students until the new school is ready to open. Typically, trustees are made aware of the delay and contingency plan to support the implementation of that plan to maintain confidence among parents and support of the system. If issues arise between Board meetings, conversations between the Chair of the Board and the Director typically occur, and superintendents work with the local trustee to ensure consistency of messaging and awareness. Ultimately, the principals responsible for the students are the primary communicators to affected families. Issues management about construction delays stemming from a funded and approved new school build, is the responsibility of the Director.

Board of Trustees – Employer

Under the [Education Act](#), the Board of Trustees is the employer, with their one direct report being the Director of Education. The Board of Trustees in this capacity is responsible for ensuring compliance with all Ontario employment and privacy laws (E.g., *Employment Standards Act*, *Occupational Health and Safety Act*, *Ontario Human Rights Code*, *Education Act*, *Municipal Freedom of Information and Protection of Privacy Act*, etc.).

Under Section 207(2) of the *Education Act* matters pertaining to employees of the Board must be addressed in camera (closed/private session) to protect personal privacy. Public remarks and or information that is shared at a public meeting of the Board that could be interpreted as a performance and/or employment matter, puts the Board at risk of violating the employee’s rights under employment and privacy laws, undermines the employer-employee relationship, and exposes the Board and individual trustees to personal liability for defamation.

The Near North District School Board should consider:

- a) Ensuring all matters that could be interpreted as related to the Director of Education's performance only be addressed in camera
- b) Ensuring all comments about the performance of the Director of Education and/or any other employee remain confidential and not shared publicly or with the media

AUGUST 19th SPECIAL BOARD MEETING

Director of Education – Secretary of the Board

Section 283.1(1)(e) of the [Education Act](#) specifies that the director of education shall be the secretary of the board. For further clarity, section 283.1(3) further clarifies that any reference in the *Education Act* to secretary of the board is deemed to be a reference to the director of education.

Attendance at Board Meetings

The [Education Act](#) requires the secretary of the board to be present at Board meetings to perform duties outlined in Section 198(1) of the *Education Act*. Further to this, section 8 of [Ontario Regulation 436/97](#) specifies that the director of education (or designate) shall be physically present in the meeting room for each Board meeting. As per section 208(10) of the *Education Act*, in the absence of the secretary from any meeting, the chair or other member presiding may appoint any member or other person to act as secretary for that meeting.

If neither the Director nor a designate is physically present at the meeting, the meeting risks being in breach of Regulation 463/97 which puts the board at potential risk for litigation and/or Ombudsman investigation.

The Near North District School Board may wish to:

- a) Seek a legal opinion to determine if the Board, based on your specific and unique circumstances, is indeed in violation of the *Education Act*, and/or
- b) Consider reconvening a meeting that complies with attendance provisions outlined in provincial legislation/regulation, where the Director of Education (or designate) is physically present and where any decisions are formally ratified.

Leading Practices Re: Notices of Motion:

- A notice of motion is intended to protect the rights of members to alert them in advance of significant business that is coming before the Board
- Notices of motion prevent attendees from being surprised by what could be a substantive proposal and ensures that everyone has time to prepare to make informed decisions

- Advance notice can also help staff to prepare for meetings in a meaningful way to ensure that they bring information to the meeting to help inform the Board's decision making. This often takes time and thoughtful consideration. It also allows the Director, as the secretary of the board, to provide advice to the Chair regarding the nature of the matter and advise whether the matter should be discussed in public and/or in camera (where permitted under Section 207(2) of the *Education Act*)

Trustee Declaration and Oath/Affirmation

Section 209 of the *Education Act* requires every trustee, before taking office, to make the declaration and oath/affirmation. This must be done before the secretary of the board or any other person authorized to administer oaths or declarations (E.g., board solicitor who is a commissioner or other staff member formally appointed as a commissioner). If no such person is present, it could be argued that trustees cannot legally take office.

Trustees who have not properly taken the declaration and oath/affirmation are not qualified to act as a member of the board. If they vote, participate, and/or are considered to constitute quorum for any meeting of the Board, those proceedings may be declared procedurally defective.

Having a trustee who is not properly sworn in creates liability for the school board in a variety of ways including:

- *Governance*: risk that Board decisions may be challenged in court, by the Ontario Ombudsman, or the Ministry of Education
- *Personal*: trustees who act without having been properly sworn in are not entitled to claim protections of statutory immunity
- *Institutional*: school boards could face costs, delays, or reputational harm if a decision is challenged in the courts.

The Near North District School Board may wish to:

- a) Confirm whether the individual to whom the declaration and oath/affirmation was made is authorized to administer this process on behalf of the Near North District School Board; and/or
 - b) Immediately arrange for the two trustees who were publicly acknowledged at the August 19, 2025, Board meeting to meet with the Director of Education to officially administer the declaration and oath/affirmation and prior to the next Board meeting.
- Note:** *The declaration and oath/affirmation may be done privately with each member and the Director/Secretary of the Board and does not need to be at a Board meeting.*

STUDENT AND STAFF HEALTH AND SAFETY

Director of Education – Responsibilities

Under the [Occupational Health and Safety Act](#) (OHSA), the school board is the employer. The Director of Education, as the Chief Executive Officer (s.283(1.1) of the *Education Act*), is the person who is responsible for ensuring the board's duties under OHSA are fulfilled. Further to this, Section 283.1 of the [Education Act](#) and a number of Policy Program Memoranda outlines responsibilities for the Director of Education with regard to student and staff safety particularly as it relates to the implementation of Board policies, compliance with all legislation, day-to-day management, student discipline, and safe schools.

Under OHSA and the *Education Act*, the Director of Education is responsible for:

- Ensuring school administrators and all other supervisors (as defined by OHSA) are upholding their health and safety duties
- Ensuring the safety of all workers (staff) and compliance with Board and Ministry directives
- Ensuring student safety through a variety of actions including, but not limited to, school climate, safe schools policies, emergency preparedness and supervision

Under the current governance model in Ontario, the Board of Trustees provides direction to the Director of Education that complies with its legal responsibilities under OHSA and the *Education Act* through Board policy. The Board then entrusts the Director with the day-to-day management of the school board (See Section 218.1(f) of the *Education Act*) and monitoring, as a collective, Board policies and the performance of the Director (See OESC [Module 5, Director of Education: Hiring and Performance Appraisal](#) and [Webinar 4: Director of Education Performance Appraisal](#) for more information).

If there is specific evidence that the board's obligations to ensure the safety of students and staff is not being maintained under OHSA and the *Education Act*, the Board, acting in good faith, should exercise its fiduciary duty by:

- a) Requesting, through the Chair, a report from the Director of Education on health, safety, and compliance
- b) Undertaking a review of related policies to ensure the Board's direction complies with relevant legislation
- c) Considering, in collaboration with the Director of Education, whether the Board should seek legal advice to mitigate liability for any serious health and safety violation to protect the board from legal risk

CONCLUSION

In conclusion, my advice to you is that you take immediate action in the following areas:

- 1) Ensure that the trustees' oaths of office are properly administered, and involve the Secretary of the Board as soon as possible to confirm
- 2) Determine whether the August 19th Board meeting was properly constituted and, if not, take immediate corrective action
- 3) Meet with your Director of Education to discuss how best to proceed, together, to address your communication concerns between staff and the Board
- 4) Remind your Board of Trustees that they have until August 31st to complete the ministry-mandated [governance training](#) and share your expectation that your board achieve 100% compliance. Consider supplementing this training with further governance training and reminders about the Board's fiduciary responsibilities.
- 5) Consider making a joint Chair and Director of Education public statement supporting the staff-developed contingency plan for the new school and directing the public to address any future concerns about the school with either the Principal/ Superintendent of the school, or the Director.

Thank you again for reaching out to seek advice. In this letter, I have sought to be as clear as possible about legal requirements and best practices in governance. I would be happy to discuss more as needed. As a school board Association, OPSBA is here to help guide you in effective governance, and we are also tasked, by our membership of all English-public school boards, with bolstering the role of trustee and supporting locally elected school boards.

Sincerely,



Stephanie Donaldson
Executive Director
Ontario Public School Boards' Association

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8



August 29, 2025

Ms. Ashley St. Pierre
Chair, Near North District School Board
Ashley.StPierre@nearnorthschools.ca

Dear Ashley St. Pierre:

On August 28, 2025, amendments were made to Ontario Regulation 43/10 – Provincial Interest in Education to provide for an immediate review of the Near North DSB. Accordingly, I have appointed Rachel Osborne as the Reviewer, to examine issues related to governance and leadership practices.

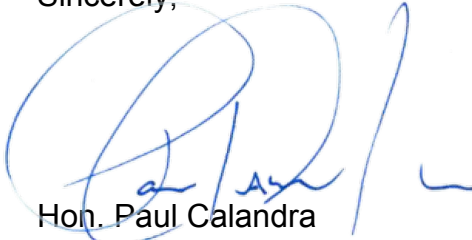
The Reviewer is appointed to conduct a review and provide observations and recommendations in the form of a final report to the Minister related to the level of cooperation among the board's members and between the board and the Director of Education in providing good governance to schools of the board. The review shall focus on:

1. The performance of the members of the board and the Director of Education of the Near North DSB with respect to their duties under the *Education Act* or any other Act, or under any policy, guideline, directive or regulation made under those Acts.
2. The performance of the board in appropriately dealing with issues that have arisen, including but not limited to:
 - Allegations of operational mismanagement which have resulted in significant delays in the opening of the new K-12 school in Parry Sound.
 - Board leadership and issues of governance.
3. Any other relevant issues that arise during the review.

The Reviewer will collect and review board policies/communications and may meet with the Board of Trustees, the Director of Education, board staff, parents and members of the community, and other individuals the Reviewers deem necessary. I expect that you will do all that is necessary to help the Reviewer complete their work. The Reviewer has also been advised that the ministry is the official spokesperson on any matters relating to the review. As such, the Reviewer will forward any media requests, or direct media, to the ministry lead Giselle Basanta, at (416) 830-8290, or Giselle.Basanta@ontario.ca.

The Reviewer will submit their final report with recommendations to me by September 30, 2025. It is my expectation that at the end of the process, I will have the necessary recommendations to provide direction to the board to ensure effective board governance that promotes equity and student safety, increases accountability and transparency, and builds public confidence in the board and Ontario's publicly funded school system.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul Calandra", is written over the typed name. The signature is fluid and cursive, with a large initial "P" and "C".

Hon. Paul Calandra
Minister of Education

c: Denise Cole, Deputy Minister, Ministry of Education
Craig Myles, Director of Education, Near North District School Board

August 11, 2025

To:

Chair Ashley St. Pierre, Near North District School Board
Director of Education Craig Myles, Near North District School Board
Minister of Education Paul Calandra, Ministry of Education

Subject: Urgent Request for Transparency and Action Regarding Delayed Opening of K–12 Superschool in Parry Sound

Dear Chair Ms. St. Pierre, Director Mr. Myles, and Minister Mr. Calandra,

First Nation leadership, municipal leadership, and community members are deeply concerned about the significant delay in the completion of the new K–12 Superschool in Parry Sound, which we have now learned will not be ready to receive students this September as previously promised.

This announcement follows months of limited updates, unanswered inquiries, and a pattern of non-communication from the Board regarding project progress. Concerns have been raised repeatedly by First Nation communities, elected officials from surrounding municipalities, and parents—yet these have not been met with adequate information or transparency.

The sudden confirmation of this delay has caused considerable frustration, confusion, and disruption for families who have made housing, transportation, and childcare arrangements based on the expectation of an on-time opening. The lack of timely, clear communication from the Board has only heightened these impacts.

As a united community, we are requesting that the Near North District School Board immediately provide:

1. **A full, transparent explanation** of the causes of the delay.
2. **A realistic, updated project timeline** for completion and student occupancy.
3. **A detailed contingency plan** for student accommodation in the interim, including impacts on transportation, safety, classroom resources, and staffing.
4. **A commitment to regular public updates** until the school is completed and operational.

In addition, we are calling for the Board and the Ministry of Education to **host an urgent public meeting or town hall in Parry Sound within the next two weeks** to directly address these concerns, answer questions, and present a clear plan forward.

We understand that unforeseen issues can arise in large-scale construction projects, but the community deserves honesty, accountability, and proactive communication from its elected trustees and school leadership. Families are making critical preparations for the start of the school year now—vague assurances and last-minute changes are unacceptable.

We request a written response to this letter by **August 15, 2025**, so that the community can plan accordingly. If we do not receive a satisfactory response, we will be seeking further action through elected officials, community organizations, and the media.

Our children deserve to be heard, respected, and provided with the best possible education in a safe, fully prepared environment—starting on the first day of school.

Miigwetch, Thank you,

Parents for Parry Sound

Vicki Christie, Shane Reynolds & Amy Black

August 12, 2025

Subject: Response to August 11 Letter – Parry Sound K–12 School Delay

Dear Near North District School Board,

Thank you for your reply to our letter dated August 11, 2025, regarding the delayed opening of the new Parry Sound JK–12 school.

We appreciate the acknowledgement of our concerns, but your response leaves critical questions unanswered and does not address the key issues we raised.

First, while your letter references communications to families on August 7 and previous media releases, there has been no prior media statement confirming that the new school would be ready to welcome students on September 2. This absence of clear public communication has contributed to uncertainty and frustration for families.

Second, your letter states that contingency planning is underway and that decisions will be shared “as soon as practicable.” However, a letter from the Minister of Education dated June 6, 2025, explicitly required NNDSB to submit a contingency plan in July. It is now mid-August, with the first day of school less than three weeks away, and families have yet to see a confirmed plan or timeline.

This raises a critical question: Why was a contingency plan not created and finalized earlier, as directed, instead of being left until well after the deadline? The delay in planning and communication has left parents unable to prepare their children—logistically or emotionally—for the school year ahead.

The lack of clarity is having a real and harmful impact on students. Many children are experiencing heightened anxiety about where they will be attending school, who their classmates will be, and how the transition will affect them. These are not minor concerns; they affect well-being, mental health, and readiness to learn.

Since our letter was sent, the Town of Parry Sound Council has formally expressed its support for our concerns following our meeting last night. In addition, other local municipalities have reached out to offer their support, and multiple media outlets have contacted us requesting more information on this matter. This growing community and regional backing reflects the urgency and importance of transparent communication and timely action from NNDSB.

We urge NNDSB to immediately provide:

- A confirmed, updated project completion date.
- Details of the specific issues causing the delay and what is being done to address them.
- The full contingency plan for September 2, including where students will be located, how transportation will be managed, and how transitions will occur mid-year if needed.
- A commitment to regular, public updates until the new school is ready.

We also strongly request that NNDSB hold a public meeting or town hall in Parry Sound within the next week so that families can receive information directly and have their questions answered.

We look forward to a prompt and substantive response to these specific requests.

Sincerely,

Vicki Christie, Shane Reynolds & Amy Black

On behalf of Parents for Parry Sound

parentsforparrysound@gmail.com | 705.346.1408

August 14, 2025

Subject: Urgent Need for Transparency and Safety Assurance – Response to August 13, 2025 Media Release on Parry Sound JK–12 School Construction

Dear Near North District School Board,

We acknowledge receipt of your August 13, 2025 media release confirming that the new Parry Sound JK–12 facility will not be completed in time for the start of the September 2025 school year. While we appreciate that a short-term plan has now been outlined, there remain several urgent concerns and unanswered questions that require immediate clarification to ensure the safety, well-being, and proper education of our children.

First, we are concerned that this plan does not appear to be the original contingency and redundancy plan that should have been in place from the outset. Decisions appear to have been made after partial demolition was already undertaken at the existing high school, without full assurance that the new building would be ready for occupation. Students are now set to return to a facility that has been structurally altered. Before occupation, a licensed structural engineer must assess the site to confirm the building's structural integrity and safety for daily use.

Additionally, the building department and fire department must conduct a full safety inspection of the high school to ensure that all utilities are functioning and safe — particularly in light of past gas leak incidents. The halted demolition work raises valid concerns about potential damage to piping and other infrastructure. The same proactive safety and readiness inspections should be conducted at Nobel Public School before students are placed there.

We are calling for **full transparency** about:

- The current condition and structural safety of the existing high school building
- The status of all critical infrastructure systems, including utilities and fire safety measures
- The readiness of Nobel Public School to safely house Grades 7–8 students
- All outstanding safety, infrastructure, and facility readiness items, with clear timelines for completion

We also remain concerned about the capacity of the temporary locations. With the existing high school and Nobel Public School not built to accommodate both current enrollment and the area's growing student population, we ask how space limitations will be addressed to prevent overcrowding and ensure a safe learning environment.

Finally, with the current bus driver shortage, we ask what specific steps are being taken to ensure that all students will be transported safely and on time under this revised plan.

Our community expects a prompt, detailed written response addressing these concerns. Parents and guardians must have confidence that every precaution and preparation has been made to safeguard our children before they enter these facilities in September.

Sincerely,

Vicki Christie, Shane Reynolds & Amy Black

On behalf of **Parents for Parry Sound**



52 Seguin Street, Parry Sound, Ontario P2A 1B4
Tel: (705) 746-2101 • Fax: (705) 746-7461 • www.parrysound.ca

Office of the Mayor

August 13, 2025

Ministry of Education
5th Flr, 438 University Ave.
Toronto, ON M7A 2A5

Via email: minister.edu@ontario.ca

Dear Minister Calandra,

RE: Delayed Opening of Parry Sound JK-12 Super School

Thank you for your concern and making the trip to Parry Sound on May 23rd to meet with Near North District School Board trustees, staff and contractors, as well as staff and myself from the Town of Parry Sound on site at the new JK-12 Super School in Parry Sound. I also acknowledge and appreciate your follow-up letter to our Clerk after the meeting.

You may be aware that on August 7th, the School Board issued a press release stating in part that construction of the Parry Sound JK to Grade 12 school “*continues to present timeline challenges. At this time, NNDSB is unable to confirm when the new school will be ready to welcome students. In light of this uncertainty, contingency plans are being developed to ensure that all students, families, and staff begin the school year in safe, supporting learning environments.*”

At last evening’s meeting, Parry Sound Council heard a deputation and received the attached *Community Call to Action Regarding the Delayed Opening of the JK-12 Super School in Parry Sound*, which I have signed. With school scheduled to open in less than 3 weeks, our Council is similarly dismayed and concerned at the lack of information available to parents and students in the West Parry Sound area.

In addition to the concerns expressed by parents last evening and endorsed by our Council, we have several requests in an attempt to advance communication and information. Would you as Minister, provide a plan for the opening of the JK-12 Super School with an immediate transparent public release of the plan?

Would you investigate the administration of the Near North District School Board and be able to provide some response to the Town within two weeks?

Given our concerns that West Parry Sound receives less attention within the Board than the North Bay area, would you consider the Town's recommendation to reinstate the West Parry Sound District School Board?

Thank you again for your concern and attention to this troubling issue.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jamie McGarvey', with a long horizontal line extending to the right.

Jamie McGarvey
Mayor, Town of Parry Sound

c.c. Near North District School Board
 Premier Doug Ford
 MPP Parry Sound-Muskoka Graydon Smith
 West Parry Sound area municipalities.

Community Call-to-Action

Regarding the Delayed Opening of the K-12 Superschool in Parry Sound

Date: August 11, 2025

Background

The new K-12 Superschool in Parry Sound was scheduled to open for students in September 2025. We have now learned that the facility will not be ready for the start of the school year. This delay comes after months of minimal updates and unanswered concerns raised by First Nation leadership, municipal representatives, parents, and community members.

Families have made critical decisions—relocating homes, arranging transportation, and securing childcare—based on the promise of an on-time opening. The lack of transparency from the Near North District School Board has left the community without the information needed to plan for the year ahead.

Our Community Demands

We are united in calling on the **Near North District School Board** and the **Ministry of Education** to immediately:

1. **Provide a full explanation** of the causes of the delay.
 2. **Release a realistic, updated completion and opening timeline.**
 3. **Publish a detailed contingency plan** for student accommodations, including transportation, safety, classroom resources, and staffing.
 4. **Commit to regular public updates** until the school is completed and operational.
 5. **Host an urgent public meeting** in Parry Sound within two weeks to address concerns directly.
-

Why Your Support Matters

The presence of local elected officials, First Nations leadership, and community organizations in this call for accountability will demonstrate to the Board and Ministry that this is not a small, isolated issue—it is a matter of urgent public interest.

By co-signing this call-to-action, you are standing with families, advocating for student well-being, and reinforcing the importance of transparent governance in public education.


Contacts for Coordination:

Vicki Christie | Shane Reynolds | Amy Black

parentsforparrysound@gmail.com

705.346.1408

Signatories:

Name	Title/Organization	Signature
Jamie McGarvey	Mayor of Parry Sound	
Tracey Hendrick	Chief Moose Deer Point First Nations	<hr/>
Shane Tabobondung	Chief Wasauksing First Nations	<hr/>
Graydon Smith	MPP Parry Sound-Muskoka	<hr/>
Scott Aitchison	MP Parry Sound-Muskoka	<hr/>





Township of McKellar

701 Hwy #124, P.O. Box 69, McKellar, Ontario POG 1C0

Phone: (705) 389-2842

Fax: (705) 389-1244

September 4, 2025

Hon. Paul Calandra
Minister of Education
5th Floor, 438 University Ave
Toronto, Ontario M7A 2A5

Via Email: minister.edu@ontario.ca

Re: Resolution of McKellar Council – Urgent Concerns Regarding NNDSB Governance and JK-12 School Delay

At its regular meeting held on September 2, 2025, the Council of the Corporation of the Township of McKellar adopted the following resolution.

Resolution No. 25-380

Moved by: Councillor Haskim

Seconded by: Councillor Zulak

WHEREAS the delayed opening of the JK-12 'Superschool' in Parry Sound at the start of the 2025 school year has raised serious concerns regarding governance, transparency, and communication; and

WHEREAS the Near North District School Board (NNDSB) Trustees have requested that the Minister of Education immediately investigate the governance and administrative practices of the NNDSB; and

WHEREAS Council has received the deputation from Amy Black and Shane Reynolds from 'Parents for Parry Sound';

NOW THEREFORE BE IT RESOLVED THAT the Council of the Township of McKellar does hereby support the NNDSB Trustees' resolution calling for Ministry intervention and investigation; and

FURTHER THAT the Municipality send a letter to the Minister of Education urging urgent action, citing the local impacts of failed governance, lack of communication, and breakdown of contingency planning; and

FURTHER THAT the Municipality advocate for transparency, accountability, and public communication from both the NNDSB and the Ministry; and

FURTHER THAT the Municipality participate in any meetings, calls, or consultations with the Ministry, NNDSB, and affected municipalities to ensure local concerns are represented.

Carried

The Township requests to be kept informed on this matter. Kindly direct all correspondence to the undersigned. We thank you for your prompt attention to this urgent matter and look forward to your response.

Regards,

Karlee Britton, Dip. M.A.
Clerk/Administrator
clerk@mckellar.ca
(705) 389-2842 x4

cc:

Premier, Doug Ford
Parry Sound-Muskoka MP, Scott Aitchison
Parry Sound-Muskoka MPP, Graydon Smith
Town of Parry Sound
Township of the Archipelago
Township of Seguin
Municipality of McDougall
Township of Carling
Municipality of Whitestone
Wasauksing First Nation
Near North District School Board
Parents for Parry Sound

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Craig.Myles@nearnorthschools.ca
parentsforparrysound@gmail.com

Dev Bassi

Student Trustee Update

Near North District School Board

September 9th, 2025

Good evening fellow Trustees,

I'm glad to say that students across the Near North District School Board have been enjoying a smooth start to their academic years. In the short time that students have been back they've begun to engage in shows of school spirit, extracurricular activities and planning for the many amazing milestones coming up for them.

Across the board student groups and activity councils have been planning for the beginning of this school year. At Chippewa, the student council organized their annual BYO-Banana Day for all grade 7 students, where students got to enjoy free sundaes. Additionally, Chippewa held their first Grade Colour Spirit Day. At West Ferris, the student council held their first Grade Colour Spirit Day as well! At Almaguin, students have begun to elect a student council for the coming year. Finally at this time, Parry Sound High School students are still adjusting to online learning and the difficulties that come along with it.

Across the board, extracurriculars have been starting up. Including cross-country running, boys' volleyball, girls' basketball, golf, tennis. Students showed excitement and dedication as they began to compete once again.

The arts have also begun! At Almaguin, the talon theatre program has started up and students have started working towards their productions.

As of right now we have not had our first senate meeting, so updates regarding student senate will follow at the next board meeting.

This year as a Student Trustee I am incredibly honoured to be serving as the Vice President of Public Education at OSTA-AÉCO. Within my role I have begun to work with various partners including the OPC and OPSBA. Additionally, I had the opportunity to go to my first leadership retreat in July where I got to learn about my role, how to effectively lead, and work with the leadership team in directing OSTA for the upcoming year. Additionally, I also got to spend valuable time bonding with the team and learning how to effectively balance my term as a Trustee with school and other extracurricular activities.

Looking forward I'm excited to work with all of you, and the Student Senate to ensure that all students continue to thrive in all areas of schooling over the upcoming year.

Thank you for your time.

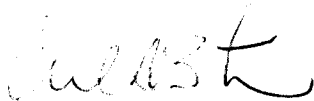
Julie Ann Bertram
3636B Hwy 539, Field, ON
P0H 1M0
August 28, 2025

To: Chair Ashley St. Pierre
Near North District School Board
963 Airport Rd. North Bay, ON
P1B 8H1

Dear Chair St. Pierre and Fellow Trustees, please accept this letter as my formal resignation from my position as Trustee with the NNDSB, effective immediately. This has been a difficult decision, but after thoughtful consideration, I have decided to step down for personal reasons. It has been a privilege to serve the students, families, and communities of our district, and I am grateful for the opportunity to have contributed to the important work of public education. I wish the Board success in supporting the needs of our students and ensuring that public education remains a strong foundation for all the communities within NNDSB's vast district.

Thank you for your understanding.

Sincerely,

A handwritten signature in cursive script, appearing to read "Julie Ann Bertram".

Julie Ann Bertram

June 27, 2025

TO: Ashley St. Pierre, Board Chair, and Craig Myles, Director of Education

CC: Seija Van Haesendonck, Superintendent of Business

NEAR NORTH DSB

Good day,

We hope you have had an amazing school year, and are ready to spend time resting, and reflecting, while also beginning to look ahead to the upcoming 2025-26 school year. Our commitment to supporting public education remains steadfast, and we are grateful for your continued membership and support.

OPSBA represents nearly 1.4 million students, or almost 70% of the entire K-12 student population, including all 31 English public school boards, as well as 10 school authorities. Collectively, this makes our organization the biggest stakeholder voice for public education in Ontario. We advocate for public education every day, and our expert voice is the most credible because we have the weight of **our member school boards** behind us. Your board is a key part of who we are and what we do.

This has been a year of significant change – from shifting political leadership to new legislation like Bill 33, the Supporting Children and Students Act. Through it all, OPSBA has remained a steady, trusted voice for students, families and communities.

Our advocacy continues to focus on student achievement and well-being, while promoting excellence in local governance. We've supported boards and trustees with tools and resources, and proudly celebrated initiatives like Local Government Week, Take Your MPP to School Week and the provincial implementation of the national school food program. Through conversations with trustees and school board staff across Ontario, we've seen the strength of our collective leadership – and the importance of listening and planning strategically.

With Minister of Education Paul Calandra in office since March, we are working hard to continue building our relationship with the current government. We are directing efforts to the issues that matter to our members **right now** – including local school board governance and autonomy, education funding and pupil accommodation, special education, and student transportation.

Our programs and services are highly cost effective. Working with our partners, including [the OESC](#), the financial benefits of membership far exceed not only the membership fee itself, but the outcomes that could be achieved by boards acting individually:

- **Copyright Fees** – Savings related to our interventions on copyright tariffs have amounted to **\$23,200** for your board.
- **School Energy Coalition** – Our interventions on natural gas rates and electricity rates have continued to create significant savings for all school boards and cover membership fees many times over. For your board in 2024-25, that meant a **savings of \$74,500**.

Additional Benefits

- **Professional Development** – Central to our mission is the continuous support and professional development for trustees through school board association-led learning opportunities like the relaunched [OESC's Essential Governance 2025 program](#). These offerings are free of charge and included four webinars and six online modules covering topics ranging from community engagement to mediation and conflict resolution, financial

management and governance, and Director of Education Performance Appraisals. This is in addition to our well-attended in-person events.

- **Labour Relations** – On the collective bargaining front, we have been closely with senior staff in school boards on implementation from the last round of bargaining and are actively preparing for the next round, as current collective bargaining agreements expire August 31, 2026.
- **Advocacy and Action** – With the dedicated support of our trustee-led Policy Development and Education Program work groups, Indigenous Trustees’ Council and Black Trustees’ Caucus, OPSBA’s efforts support the needs and priorities of our members, including current and upcoming consultation around Bill 33, Supporting Children and Students Act, the continuation of *Better Schools and Student Outcomes Act* implementation, Core Education Funding advocacy, and the implementation of the national school food program in Ontario.
- **Communications and Public Affairs** – The Association’s communications staff hosts monthly virtual meetings for member board communicators to discuss best practices and key messages on the pressing issues of the day. This is in addition to the annual in-person session for communications staff and the daily “Media Report” provided to all trustees and senior staff and weekly Provincial Update e-newsletter, which includes news from the Ministry of Education and our education partners.
- **The OPSBA website’s [Members’ Area](#)** was re-designed in 2024 to streamline your access to essential resources and information, with enhanced usability and accessibility, faster access to advocacy submissions, and supporting documents for all OPSBA committees and work groups.

For a full picture of our recent accomplishments, please see our [2024-25 Annual Report](#) and [our advocacy work](#) related to the provincial government’s legislative and regulatory agenda.

When all of this is combined with the other benefits created through our coordination and advocacy, the real value of OPSBA membership is clear.

2025-26 Fee

This year, the OPSBA **membership fee** for your board is **\$36,115**.

Thank you for your continued support as a member of OPSBA and for your dedication to public education. You can learn more about the valuable services OPSBA offers your board by visiting www.opsba.org.

Sincerely,



Kathleen Woodcock
President



Stephanie Donaldson
Executive Director

Attachment: Invoice for the 2025-26 OPSBA membership fee



**Ontario Public School
Boards' Association**

Ontario Public School Boards' Association

439 University Avenue, 18th Floor
Toronto, ON M5G 1Y8
Tel: (416) 340-2540
Fax: (416) 340-7571

www.opsba.org

Invoice to:		Near North District School Board P.O. Box 3110 963 Airport Road North Bay, Ontario P1B 8H1	
Invoice# 025-25/26		Date: September 01, 2025	HST #10780 0344 RT 0001
QTY	DESCRIPTION	AMOUNT	
	<p align="center">2025/2026 Membership Fee September 01, 2025 to August 31, 2026</p> <p>* Final Billing</p> <p>EFT Payment: Beneficiary Name: Ontario Public School Boards' Association Bank Name: TD Canada Trust Bank Address: 180 Dundas St. W., Toronto, ON, M5G 1Z8 Bank Number: 004 Bank Transit: 18322 Bank Account: 0601 0302869 Send EFT Advice to: vtrinh@opsba.org</p>	\$36,115.00	
Please make cheque payable to:		Subtotal	\$36,115.00
Ontario Public School Boards' Association		HST @ 13%	\$4,694.95
Terms of Payment : Due upon receipt		Total	\$40,809.95

OSTA-AECO
5-112 Elizabeth Street
Suite 285
Toronto, Ontario M5G 1P5
Canada

Mobile: 888.994.9374
osta-aeco.org

BILL TO
Near North DSB
Canada

Maureen.Egan@nearnorthschools.ca

Invoice Number: 1538

Invoice Date: August 17, 2025

Payment Due: November 15, 2025

Amount Due (CAD): **\$2,067.80**

 [Pay Securely Online](#)

Product	Quantity	Price	Amount
OSTA-AECO 2025-2026 Base Membership Fee Base membership fee of \$975	1	\$975.00	\$975.00
OSTA-AECO 2025-2026 Variable Membership Fee \$0.09 x (9,499 Projected Enrolment)	1	\$854.91	\$854.91

Subtotal: \$1,829.91

HST 13% (82011 0906 RT0001): \$237.89

Total: \$2,067.80

Amount Due (CAD): **\$2,067.80**

[Pay Securely Online](#)



link.waveapps.com/qqujn7-3euuwk



**ONTARIO
DISTRICT SCHOOL BOARDS
STATEMENT BY TREASURER (OR SECRETARY-TREASURER) RE BORROWING
FOR CURRENT EXPENDITURES**

Re: The **Near North District School Board** in the
Province of Ontario (the Board")

I hereby certify that the following statements are true and correct as of this date:

1. The estimates of the Board for the fiscal year have been adopted.
 have not been adopted.
2. The estimated revenues of the Board (exclusive of revenue from education development charges) set forth in the estimates of the Board adopted for the fiscal year 2026 are \$195,008,814.00, as more particularly described set forth in Schedule A.
3. The amount of revenues of the Board for the current fiscal year collected to date is \$0.00 as more particularly described in Schedule B hereto.
4. The amount of the estimated revenues (exclusive of revenues from education development charges) of the Board for the current fiscal year not yet collected is \$195,008,814.00 more particularly described in Schedule C hereto.
5. The total of any amounts borrowed by the Board under Section 243 of *The Education Act*, as amended in the current fiscal year is \$0.00 and the total of such amounts that have not been repaid with any accrued interest thereon is \$0.00.

This statement is delivered to ROYAL BANK OF CANADA pursuant to the resolution of the Board re borrowing dated July 21, 2025 and is proof that the borrowing from the Bank contemplated by such resolution has been validly authorized pursuant to the provisions of Section 243 of *The Education Act*.

AS WITNESS the seal of the Board this 9th day of September, 2025.

(Board Seal)

Treasurer (or Secretary-Treasurer)

Title:	Quarterly Financial Review																					
Contact:	Trustee Hall, Finance Committee Chair																					
Date Submitted:	September 9, 2025																					
Mandate	<p>Multi-Year Strategic Plan Objectives:</p> <p>Become a data-driven, strategically managed organization.</p> <p>Ensure that the NNDSB is managed efficiently and is financially sustainable year over year and for the long term. Make decisions that are sustainable.</p>																					
Trustee Initiative Fund	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #92d050;"> <th colspan="3" style="text-align: center; padding: 5px;">2024-2025 TRUSTEE INITIATIVE FUND APPROVED ALLOCATIONS</th> </tr> <tr style="background-color: #92d050;"> <th colspan="3" style="text-align: center; padding: 5px;">Expenditures as at May 31, 2025</th> </tr> <tr> <th style="width: 60%;"></th> <th style="text-align: right; width: 20%;"><u>Approved</u></th> <th style="text-align: right; width: 20%;"><u>Expended</u></th> </tr> <tr> <td>Budget</td> <td style="text-align: right;">\$ 50,000</td> <td></td> </tr> <tr> <td><u>Board Approved Initiatives</u> Redirect funds to schools on an equal basis - approved at May 13, 2025 board meeting</td> <td style="text-align: right;">\$ 50,000</td> <td style="text-align: right;">\$ 50,000</td> </tr> <tr> <td>Total approved</td> <td style="text-align: right;">\$ 50,000</td> <td style="text-align: right;">\$ 50,000</td> </tr> <tr> <td>Unspent balance at year-end</td> <td style="text-align: right;">\$ -</td> <td style="text-align: right;">\$ -</td> </tr> </table>	2024-2025 TRUSTEE INITIATIVE FUND APPROVED ALLOCATIONS			Expenditures as at May 31, 2025				<u>Approved</u>	<u>Expended</u>	Budget	\$ 50,000		<u>Board Approved Initiatives</u> Redirect funds to schools on an equal basis - approved at May 13, 2025 board meeting	\$ 50,000	\$ 50,000	Total approved	\$ 50,000	\$ 50,000	Unspent balance at year-end	\$ -	\$ -
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Total approved	\$ 50,000	\$ 50,000																				
Unspent balance at year-end	\$ -	\$ -																				

Accumulated Surplus and Deferred Revenue Update as at May 31, 2025

Notes:			
Accumulated Surplus and Deferred Revenues are projected using the audited August 31, 2024 Financial Statements and 2024-2025 Revised Estimates. These amounts will be updated for actuals at August 31, 2025 following the completion of the audited financial statements, to be reported in the December 2025 quarterly report.			
Accumulated Surplus			
The total balance of the Board's projected accumulated surplus following completion of the 2024-2025 Revised Estimates is \$22,081,163 (August 31, 2024 - \$24,164,411) comprised of various appropriated and unappropriated (restricted and unrestricted) funds. The projected Operating Accumulated Surplus, which is an unappropriated fund, is \$19,350,006 (August 31, 2024 - \$21,794,379). All other funds are appropriated for a specific purpose as a result of consolidation or to support a historic approved financial decision to its conclusion (ie. grandfathering of retirement gratuities and capital projects at various schools).			
Deferred Revenue - Operating			
	Aug 31, 2025	Aug 31, 2024	
Legislative Grants	\$ 2,144,899	\$ 3,475,609	These are all specific purpose funding/grants that have to be spent on their intended purpose. They are operational in nature (ie. instructional specific) and during budget deliberations are usually intended to be spent in entirety. However, due to timing and perhaps start up delays there may be unused funding at year end to be used the following year. These funds must be spent on the Ministry specified purpose.
Other Ministry of Education Grants	301,070	301,070	
Other Provincial Grants	326,312	326,312	
Third Party Grants	16,417	91,837	
Total Deferred Operating Grants	\$ 2,788,698	\$ 4,194,828	
Deferred Revenue - Capital			
	Aug 31, 2025	Aug 31, 2024	
School Renewal	\$ 4,779,571	\$ 5,944,287	This funding is allocated annually within the Core Ed funding calculations. Each year the Board approves a list of capital projects intended to use the current year's funding allotment. Projects that were not complete or did not commence have the associated funding placed in deferred revenue.
Temporary Accommodation	183,853	22,422	Specific funding for portables.
Rural and Northern Education Fund	-	704,777	This funding is discretionary within some specific parameters.
Experiential Learning	-	468,293	The Ministry moved the funds for Experiential Learning into the Core Ed fund, and unspent funds are set aside as deferred revenue each year.
Retrofitting School Space for Child Care	164,200	164,200	This was a joint venture with DSSAB that did not occur however the funds cannot be spent on any other initiative.
Proceeds of Disposition (Minister Exemptions)	155,906	300,386	In August 2021, the board received a Ministerial exemption to allocate all proceeds of disposition to support the new Maple View Build, and this will be drawn down as construction proceeds
Proceeds of Disposition - Regular	244,878	2,019,704	These proceeds of disposition are related to the disposition of the former Trout Mills Public School property, and EW Norman and ET Carmichael Public Schools.
Assets Held for Sale	-	-	Any properties that have been declared surplus to board needs and that meet specific parameters are moved into the Assets Held for Sale category.
Total Deferred Revenue - Capital	\$ 5,528,408	\$ 9,624,069	

Quarterly Operations Review as at May 31, 2025

This report is intended to report to the Finance Committee the broad overview of the Board's in-year status and update as to the financial condition of the Board with regard to actual revenues and expenditures compared to budgeted revenues and expenditures. The report acts as a commentary for a general overview of the financial position at May 31, 2025, and includes a comparison to the revised estimates revenues and expenditures, as there was a significant change in budgeted figures upon submission of the 2024-25 Revised Estimates.

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

Comparative Expense Summary									
	2024-2025 Budget	Expenses as at May 31, 2025	Remaining to be spent	% Spent	2024-2025 Revised Estimates	Expenses as at May 31, 2025	Remaining to be spent	% Spent	Note #
Total Instruction	113,020,423	92,502,619	20,517,804	81.8%	116,855,987	92,502,619	24,353,368	79.2%	1
Total School Management	15,824,303	12,998,013	2,826,290	82.1%	16,689,504	12,998,013	3,691,491	77.9%	2
Total Administration	4,586,011	3,537,554	1,048,457	77.1%	5,011,744	3,537,554	1,474,190	70.6%	3
Student Transportation	16,301,170	16,815,981	-514,811	103.2%	16,991,650	16,815,981	175,669	99.0%	4
Total Pupil Accommodation	22,133,412	14,247,019	7,886,393	64.4%	22,404,552	14,247,019	8,157,533	63.6%	5
Total Other Expenses	1,407,749	32,000	1,375,749	2.3%	567,202	32,000	535,202	5.6%	6
Total Expenses	173,273,068	140,133,186	33,139,882	80.9%	178,520,639	140,133,186	38,387,453	78.5%	

Comparative Revenue Summary									
	2024-2025 Budget	Revenues as at May 31, 2025	Remaining to be received	% Received	2024-2025 Revised Estimates	Revenues as at May 31, 2025	Remaining to be received	% Received	Note #
Total Revenue	170,420,376	142,945,891	27,474,485	83.9%	173,532,717	142,945,891	30,586,826	82.4%	7

NOTES:

1. Instruction expenses are a combination of 10- and 12-month expenses, therefore we would normally expect to see approximately 75-78% of the budget spent. Expenditures are showing approximately 79.2% spent when compared to Revised Estimates, which is a result of technology purchases that have not yet been capitalized.
2. School management expenses are largely 12-month expenses, therefore we would expect to see approximately 75-78% of the budget spent. Expenditures in comparison to Revised Estimates are showing approximately 78% spent, as the expenses include remedy and retroactive payments to the Principal/Vice-Principal employee group.

3. Administration expenses are mostly 12-month expenses, therefore we would expect to see approximately 75% of the budget spent. Expenditures are showing approximately 70.6% spent when compared to Revised Estimates, as resources are often not purchased on a constant level, with some funds expended earlier in the school year, and other budgets expended throughout or at the end of the school year, which may include cyclical purchasing such as annual software licensing fees. Positions that had short periods of vacancy have also resulted in a slight level of underspending.
4. Transportation costs are invoiced over a 10-month period, therefore we would expect to see approximately 90% of the budget spent. Expenditures are showing approximately 99% spent when compared to Revised Estimates, as a result of additional payments due to the consortium as a result of finalized contract rates.
5. Pupil accommodation expenses are mostly 12 month expenses, therefore we would expect to see approximately 75% of the budget spent. Pupil accommodation expenses have some regular expenditures, such as utilities and custodial costs, but where possible maintenance and school renewal work is delayed until the summer, so the budget will remain underspent until that time. The second semi-annual interest payment for debentures has also not been recorded, which would bring the overall pupil accommodation expenses line to approximately 67% spent.
6. Other expenses include expenditures budgeted for contingencies, the timing and likelihood of which are undetermined at this time. Labour provisions were removed when Revised Estimates were prepared, which reduced the estimated expenditures for “Other Expenses”.
7. The Ministry provides regular monthly payments based on the estimates, so we would expect to see 75% of the Core Ed funding revenues received, with slight fluctuations based on Ministry calculations. Responsive Education Programs (REP) revenues are typically received earlier in the fiscal year, and other revenues fluctuate throughout the year based on invoicing timelines.

Board Report

Title:	Parent Involvement Committee Year End Report
Contact:	Melanie Gray, Superintendent of Education
Date Submitted:	September 5, 2025
Mandate:	<p>MYSP linkages:</p> <ul style="list-style-type: none"> • Vision: We strive to ensure all members of our educational community contribute to a thriving and inclusive culture of student achievement and well-being. • Excellence in Relationships: Build positive relationships with all members of our education community to foster an engaged and inclusive board culture. Together, we model our stated values, we practice acknowledgement of others, and we continuously meet student needs. There is a definite relationship between a culture of caring and student achievement and well-being. Creating a culture of caring also involves a celebration of our successes. • Goals: Students, families and staff are welcomed, respected and valued as partners. Proactively engage with our staff and parent communities to provide a culture and supportive learning environment that promotes student agency for their education, learning and well-being. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.

Background:

Ontario Regulation 612 requires Parent Involvement Committees (PIC) to submit a report to the Board, summarizing the activities of the committee. The following outlines the 2024-2025 PIC activities.

School Council Presentations/Best Practices

During this school year PIC provided opportunities for School Council Rep(s) to attend virtual networking sessions. Each session outlined NNDSB administrative guidelines and Ministry policy that supports the effective operation of School Councils. In addition, each session included breakout rooms for networking purposes where smaller groups of Principals and School Council Reps could share success and challenges.

PRO (Parent Reaching Out) Committee and Projects

Each year the Ministry of Education provides funds to the NNDSB to support individual school councils to create parent engagement activities. In 2024/2025 the NNDSB received a total of \$19,500. School Councils were invited to apply for PRO funding by submitting an application to PIC outlining the details of their proposed event. PIC formed a sub-committee to review all the PRO project submissions received from school councils. A total of 12 projects were approved.

School	Event
Northern Secondary School	Trades Awareness Trade Show
MacTier Public School	Family STEAM night
Nobel Public School	Spring Meet and Greet for Parents/Students of Combining Schools
West Ferris Secondary School	Expanding Outdoor Community Space
McDougall Public School and Humphrey Public School	Literacy Night
Ferris Glen Public School	Winter Sky: Storytelling, Stargazing, and Sing-along
Sunset Park Public School	Math Night – Math can be fun for everyone!
South Shore Education Centre and Argyle Public School	No Time for That (Bullying Awareness Presentation)
West Ferris Intermediate/Secondary School	Wellness and Supports Evening: Sharing and Learning Together with School and Community Supports
Sundridge Centennial School	Coding Night (Math and Science Focus)
Phelps Central School	Math Night
Alliance Public School	Science North Digital Detective: Family Night

School Feedback

Sunset Park Public School

“Our Family Math Night, supported by the PRO Grant, was a vibrant and engaging event that brought together students and their families in a celebration of learning. The drop-in format allowed families to explore a variety of math games and activities at their own pace, each tailored to different grade levels and strands of the curriculum. Parents appreciated the take-home handouts, which empowered them to continue the learning at home in fun and meaningful ways. The evening not only strengthened math skills but also deepened the connection between home and school, reinforcing that math can truly be fun for everyone!”

Nobel Public School

“We used our PRO grant this year at Nobel School to purchase fruit to make a fruit buffet as well as ice cream sandwiches for students and guests at our school closing ceremony. It helped to give the event a celebratory and cheerful tone!”

West Ferris Intermediate - Secondary School

“The PRO grant allowed West Ferris to curate wellness prize packages for our school community at our Mindframe Fair. The fair was hosted by student senators, Brooke and Kushil, and supported directly by school council. We had over 20 community partners attend and share the services and supports they provide. Students visited over lunch and with afternoon classes prior to the community evening event that ran alongside guardian/teacher conferences. We had over 700 students visit and countless families in the evening. The event ran from 11:30-8 pm.”

Alliance

Principal Kadlec said families were appreciative that the school takes the time to organize events such as this to bring families and students together. “They enjoyed the evening and had fun learning alongside their children. They found the activities interesting; parents supported their child’s curiosity and willingness to solve the problem tasks laid out by Science North. Students enjoyed their time, were very engaged and loved the snacks and treats too.”

Alliance student Braelynn loved the presentation and activities. “It was so much fun. Now I thought of a new password for my phone and stuff. I didn’t know that AI goes on the internet and searches all this stuff, and takes the information and gives it to you. I’m going to be more safe on the internet now,” Braelynn said. Fellow student Easton agreed. “It was really fun. I really liked how you had to figure out what is AI-generated and what’s not.” Easton said. “I’m probably going to be more safe online now and stay away from AI for now”

	<p>PIC Purchase: Childhood Unplugged Presentations by Author, Katherine Martinko</p> <p>In May 2025, author and speaker Katherine Martinko delivered targeted presentations promoting digital wellness across multiple regions, reaching both parent and student audiences. Her content directly supported the board’s commitment to student well-being and responsible technology use. The presentations were hosted by West Ferris and Chippewa schools to reach students and parents in the North and East region and in the West, they took place at Parry Sound High School. Sessions were described as timely, practical, and highly relevant by attendees. Parents gained actionable strategies for managing screen time and digital habits in the household. Students were encouraged to implement digital self-monitoring tools (e.g. screen time tracking via phone settings and app usage) and to reflect on daily digital habits and consider healthy alternatives. Students were notably engaged and responsive, with positive feedback across sites.</p> <p>2025/2026 Planning and Calendar</p> <p>PIC has created a draft 2025/26 calendar of events;</p> <p>Sept 24 - School Council Elections and PIC/PRO Committee Nominations Oct - School Council Forum ~ share PRO application Nov - PIC meeting # 1 Nov - PRO Sub Committee meeting #1 Dec- PIC meeting # 2/PRO grant approvals Apr- PIC meeting # 3 School Council Forum/Networking June- PIC meeting #4</p> <p>** During the school year, information items, and reminders regarding PIC events are shared via the monthly NNDSB letter to families and on the PIC website</p>
<p>Recommendation</p>	<p>That the Parent Involvement Report is received as presented.</p>

2024/2025



Yearly Strategic Plan Progress Review

2024-2025 School Year
Director Craig Myles

Executive Summary

The Director of Education oversees the work of all departments whose plans are aligned with and support the objectives of the Board as established on page 16 and 17 of the 2021-2026 Multi-Year Strategic Plan. In this report, the Director presents a summary in point form of some of the key initiatives and actions that he has approved to be undertaken by staff in 2024-2025 to demonstrate progress toward the 5-year goals as set by the Board of Trustees and the Director of Education under the overarching priorities.

Each MYSP objective set out in collaboration with the Board requires a multi-faceted and multi-year approach to achievement. The following summary review attempts to provide a snapshot of the actions NNDSB has taken in the 2024-25 year of the Multi-Year Strategic Plan.

Excellence in Innovation

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

Excellence in Communication

Near North District School Board is committed to promoting public confidence and community support in public education. Effective communication provides opportunities to share accurate and reliable information and clarity of goals as we seek to attain the vision, mission and priorities that build stronger relationships. Excellence in communication practices throughout our organization are vital to the success of achieving our Mission.

Excellence in Relationships

Build positive relationships with all members of our education community to foster an engaged and inclusive board culture. Together, we model our stated values, we practice acknowledgement of others, and we continuously meet student needs. There is a definite relationship between a culture of caring and student achievement and well-being. Creating a culture of caring also involves a celebration of our successes.

Excellence in Teaching and Learning

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



The above priorities are expanded in the multi-year strategic plan to include specific directions in a 5 year mission. In the following document you will be provided brief examples of some of the critical actions taken to meet the Director’s specific 2024-2025 goals. The Director sets specific, measurable, attainable, actionable, realistic and time bound (SMART) goals for the current year. The current year goals support progress toward the overall 5 year MYSP goals as established in collaboration with the Board of Trustees. The MYSP update provided in March 2025 delivers summary indications as to how the Director has led the implementation and operationalisation of MYSP priorities above from September 2024 through to March 2025.

It is important to keep in mind that NNDSB embarked upon the first year of significant change in 2021-22, which involved introduction of the plan to stakeholders and orientation with staff to familiarize all staff with the vision, mission, goals, and directions of the plan. In April of 2022, the executive and their system leads had just been introduced to the complete MYSP 6-week cycle process and were in the beginning stages of exploration to better understand the process. Deep understanding takes time, struggle, and acceptance in a learning by doing mode. In June 2024 NNDSB completed year 3 of this change which included significant capacity building across the system to support this essential method of acting with purpose toward student equity, achievement, and well-being, communicating progression for feedback and determining next steps with the student at the nucleus of efforts.

The 2024-25 Strat Plan progress review report is followed on page 15 by the summary graphic that demonstrates alignment of goals and intentions operationalized within the MYSP 6-week Cycle process for continuous improvement. The Director and senior team have implemented this comprehensive process in two phases: phase one was introduced in 2021-22 to the executive and system (board) team. Phase two was introduced in schools in 2022-23 to ensure alignment and consistency across all departments and all schools. A consistent process is integral to improvement and progress toward the attainment of MYSP goals and establishing and permeating a shared vision in all regions, schools, staff, and departments of the board.

We are now in year 4 of a deeply embedded strategic process to monitor and support all NNDSB employees in fulfilling the objectives and priorities of the Multi-Year Strategic Plan. Day one of the new school year is day one of the MYSP 6-week continuous improvement cycles; a shared process for engaging in shared practice toward growth. The 6-week cycle processes required several iterations of learning before a marked systemic change in culture could be identified. Progress is monitored continuously with focused methods, including school visits grounded in the philosophies of the School Effectiveness Framework. Every 6 weeks, data is reviewed at the system level and analyzed for next steps. With the introduction at the school level, the same process has become normative practice. Please note, it is important to keep in mind as we moved into the 2023-24 school year, strategic planning, goals, and deliverables were subject to change based upon the parameters contained within Bill 98 Better Schools and Student Outcomes Act, as communicated by the Ministry of Education. See page 11 -14. MYSP priorities are aligned to Bill 98 priorities, which are now reflected in Board Student Achievement Plans.

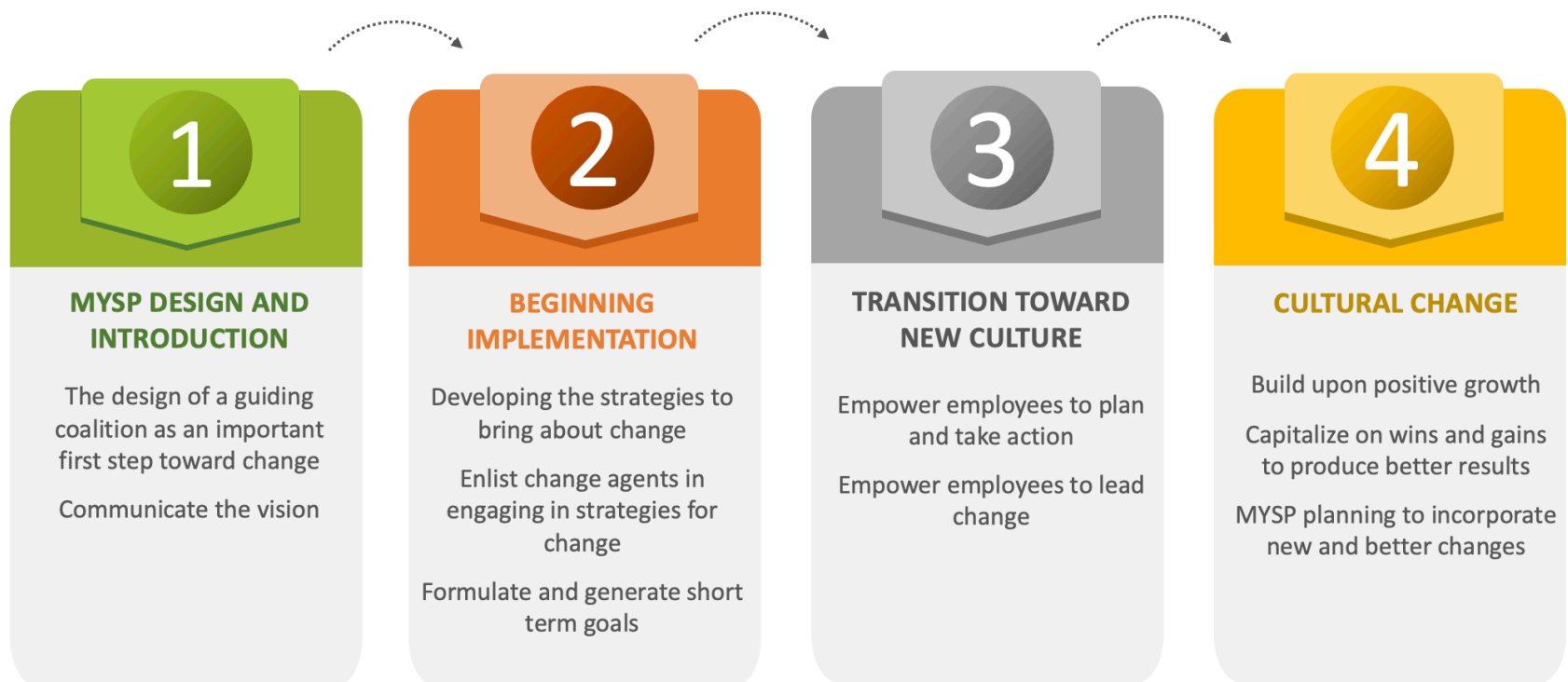


On Organizational Change

Experts in organizational growth state that positive change does not occur quickly. In order for change to occur in a large organization, there must be a continual, strategic, methodical, monitored, and flexible process of growth guided by a shared vision.

Michael Fullan, one of the foremost respected educational researchers, states that “a large-scale change may take 5–10 years in an educational setting”. He suggests that it could take even longer. The Director is encouraged by the level of comprehension and adoption of the shared vision thus far. As a reminder, after the design and acceptance of the MYSP, phase one was launched in the fall of 2021. Phase two of implementation was introduced in the latter half of 2021-22 school year and was rolled out system wide beginning in the 2022-23 school year. The transition into phase 3 began in 2023 and will continue in this phase for several years.

Acceptance of the change process is uniquely experienced by individuals across the system and cultural change will occur incrementally, with focused support and job embedded learning at a pace that is commensurate with social context and readiness to learn.



Adapted from Kotter's Theory of Change

		2024-25	
Step 1	Step 2	Step 3	Step 4
2020-2021 Design, Introduction and Saturation.	2021-2022 Implementation and cultural transformation begins.	2022-2025 Represents a recovery period.	2026 Growth in Cultural Change / Planning begins.
<p>Design of the MYSP required Director leadership in gathering stakeholder voice in cooperation with external data experts and consultants.</p> <p>To design the MYSP, the Director engaged in an unprecedented level of collaboration with the Board of Trustees, staff, students, community, and other stakeholders. This ensured a well thought out and meaningful MYSP.</p> <p>This in-depth consultative approach included Nanos Research surveys, Ministry special advisor reports, Ramsay Partners and Ombudsman consultations and our own internal research.</p> <p>In the 2020-21 year, as part of the intensive process to establish the MYSP priorities, it was important to socialize the new MYSP with all stakeholders. The work following the design of the MYSP began with intensive efforts to introduce and saturate the priorities before any implementation of priorities could take place.</p>	<p>Although the 2021-2026 MYSP has been introduced, it will take some time to embed it in the culture of the board. The 2021-2022 year included multiple means to embed the 4 priorities into all aspects of NNDSB.</p> <p>It is also important to point out that "culture" is not a static entity but continues to evolve, change, adapt etc. The Director's role is to ensure it stays current and relevant.</p> <p>Implementation of the MYSP includes alignment of practice with the 4 priorities. Historically this has not been our approach. Therefore, 2021-22 was a critical year in implementing changes that align board actions toward meeting MYSP priorities.</p> <p>Implementation involves a parallel process whereby staff are gaining an understanding of the importance of the MYSP, while at the same time adjusting practice to strive toward the goals of the MYSP.</p>	<p>During this time, we expect to see more growth toward a change in culture and operational processes.</p> <p>A note from another expert educational theorist:</p> <p>"If educational change is to succeed in any setting, it needs to start from where people are. If the 'gap' between what affected groups of people currently understand and what the change requires them to understand is great, then the necessary preparation for the change will need to take longer. Ultimately, short cuts do not work and introducing change initiatives that ignore this simple truth amounts, in my opinion, to little more than the symbolic triumphalist action."</p> <p>Goodson (2001) cited in Wedell (2015) <i>Planning for Educational Change: Putting people and their contexts first.</i></p>	<p>The process of cultural change involves shared goals and commitment. It demands tailored interventions and capacity building to transform culture toward a shared commitment to the MYSP.</p> <p>A new informed MYSP process is based upon the progress data gathered over 5 years.</p> <p>"The more ambitious and demanding the change is, in terms of its scale, and especially in terms of the degree of difference it hopes to bring about in what happens in classrooms, the longer it will take. Exactly how long is difficult to judge. Fullan (2007), using examples of change mostly from North America, states that a large-scale change may take 5–10 years to become part of normal classroom life in the majority of schools."</p> <p>Wedell (2015) <i>Planning for Educational Change: Putting people and their contexts first.</i></p>

*The above timeframe is based on the September to June school Year

Shared Vision

The 2021-2026 MYSP was introduced, and work began to embed it in the culture of the board. 2021-2022 actions included multiple methods of embedding the 4 priorities into all aspects of NNDSB. Systemic alignment processes and incorporation of the 4 priorities into those processes supports us in solidifying the shared vision.

It is also important to point out that "culture" is not a static entity but continues to evolve, change, adapt etc. Implementation of the MYSP includes alignment of practice with the four priorities. Historically this had not been an NNDSB approach. Therefore, 2022 - 2023 was a critical year in implementing changes that aligned board actions toward meeting MYSP priorities. Implementation involved a parallel process whereby staff were gaining an understanding of the importance of the MYSP, while at the same time adjusting practice to strive toward the shared objectives of the MYSP.

Building of Capacity Regarding MYSP Priorities and Objectives

Capacity building continues at Leadership Conferences held annually in August and in monthly leadership meetings throughout the year. Leadership meetings bring managers, principals, and vice principals together for essential learning. Annual Conferences build knowledge of shared processes and prepare leaders for work with educators centered on MYSP 6-week cycles in schools and the gathering of process data. Leaders were introduced to phase 2 of the reflection, planning and goal setting process and the re-establishment of the MYSP 6 week-cycle process in schools and are now well versed in the MYSP 6-week cycle process which consists of iterative cycles of plan, act, observe and reflect in a responsive pedagogy centered on achievement for all.

In 2022-23, the introduction of 6-week iterative cycles of plan, act, observe, reflect to leaders took on evolution and growth in the interest of student achievement, equity, and wellbeing as a shared vision. This change included the expectation that all schools were engaged in the MYSP 6-week cycle process from Day 1 of the school year and in future. School Effectiveness visits focused on student achievement indicators aligned to the MYSP priorities.

In 2023-24 staff worked to align the 6-week cycle process and the 4 priorities of the MYSP to the new Student Achievement Plan (SAP) introduced in Bill 98 *The Better Schools and Student Outcomes Act*. On April 2, 2024, in alignment with *Education Act* (s.169.1(4)), school boards were required to publish the ministry provided Student Achievement Plan public reporting template on their webpages.

The template is pre-populated with historical data regarding progress made in relation to the provincial student achievement priorities of:

- achievement of learning outcomes in core academic skills
- preparation of students for future success
- student engagement and well-being

Staff have completed the Ministry template with defined actions, policies, programs and/or strategies to be implemented in from 2023-2026 to improve student outcomes and respond to identified trends. It is important to note that reports like these provide a snapshot in time from one lens. Staff have worked diligently to source innovative resources, engage in professional development, and create strategic plans for achievement in core academic skills. The plan, as well as strategies for all Ministry priorities can be accessed on the main page of the new NNDSB website.

Shared Process

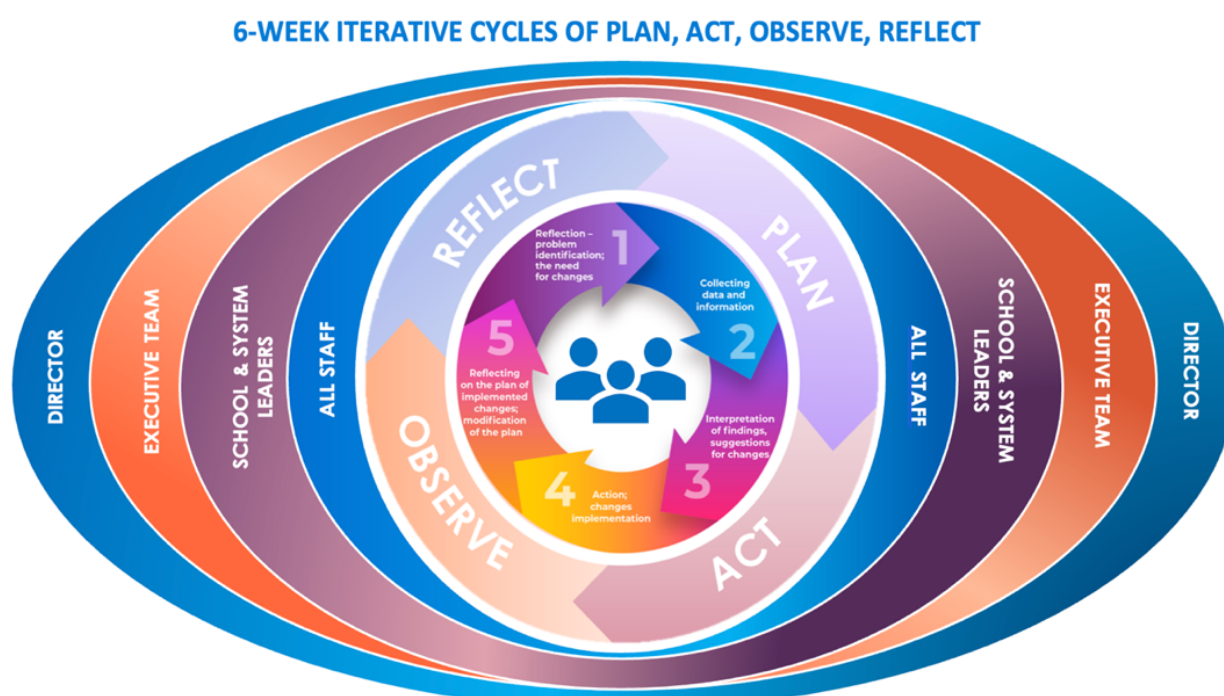
In June of each year, system principals, department managers and their teams plan new in-year system goals aligned to Ministry objectives in literacy, numeracy, equity, and well-being. As of 2023-24, these objectives and strategies are updated in the Ministry Student Achievement Plan (SAP) template. Board achievement Plan strategies for the Ministry priorities of achievement of learning outcomes in core academic skills, preparation of students for future success and student engagement and well-being are used to align processes in schools and board departments. Plans are aligned to the MYSP priorities. System teams, principals, coordinators, managers, and teacher facilitators, prepare to support school teams in School achievement planning review and setting in-year goals pertaining to strategic plans for literacy, numeracy, equity, safety, and well-being, and pathways aligned to the MYSP and Ministry priorities.

6 Week Cycle Process

Common understanding of the 6-week cycle process is typical of educational change that takes 10-15 years. The shift includes fostering responsive teacher practice and collaboration in the interest of achievement, equity and well-being, school effectiveness monitoring and support for all. Capacity continues to be built around how the process leads to collective efficacy, which refers to "the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students" (Donohoo, 2017). The 6-week cycle process adopted across the system facilitates a shared vision and common practice in all schools which allows all staff, educational and operational, to transfer schools, classrooms, roles or departments across the system and step in with the same understandings, goals, expectations, and timelines.

With the introduction of the MYSP 6-week cycle process at the system level, monthly department meetings have shifted the focus to alignment across the system. Collaboration amongst and between departments has increased. It is imperative that we continue to dismantle silos, so that every staff member and every department in the system is working together in the service of student achievement and well-being.

The collaboration amongst departments and schools has added a layer of support and understanding amongst departments during the staffing crisis of 2023-24 which continued into 2024-25. But the crisis has also caused delays in initiative completion. If one department is suffering setbacks due to heightened absenteeism, significant staff turnover and burnout rates and inability to fill absences, all departments suffer due to the interrelatedness of core tasks. We are proud of staff who soldier through with passion and grace.



Shared Goals

School Effectiveness Framework: Monitoring and Support

The District Process

The District Process including the [“The School Effectiveness Framework”](#) (SEF) visit process is intended to promote a culture of reflection, collaborative inquiry and shared responsibility for continuous improvement at both the board and the school. The school visit process is collaborative, collegial, equitable, and inclusive. A non-evaluative, supportive stance is essential. The uniqueness of each school and the strategies undertaken to promote increased student learning, achievement and well-being provide the context for the district process which:

- builds upon the school self-assessment process including school improvement planning.
- supports schools in the complex inquiry process and ongoing self-reflection, specific to the indicators each school has identified in their school improvement plan.
- helps districts develop a deeper understanding of the strengths and areas of need in elementary and secondary schools.
- supports the notion of continuous improvement for schools and districts.
- informs board improvement planning, goal setting, professional learning supports and budget processes.
- follows a cycle that allows all schools to benefit from a district process within a reasonable timeframe (e.g., three to five years).

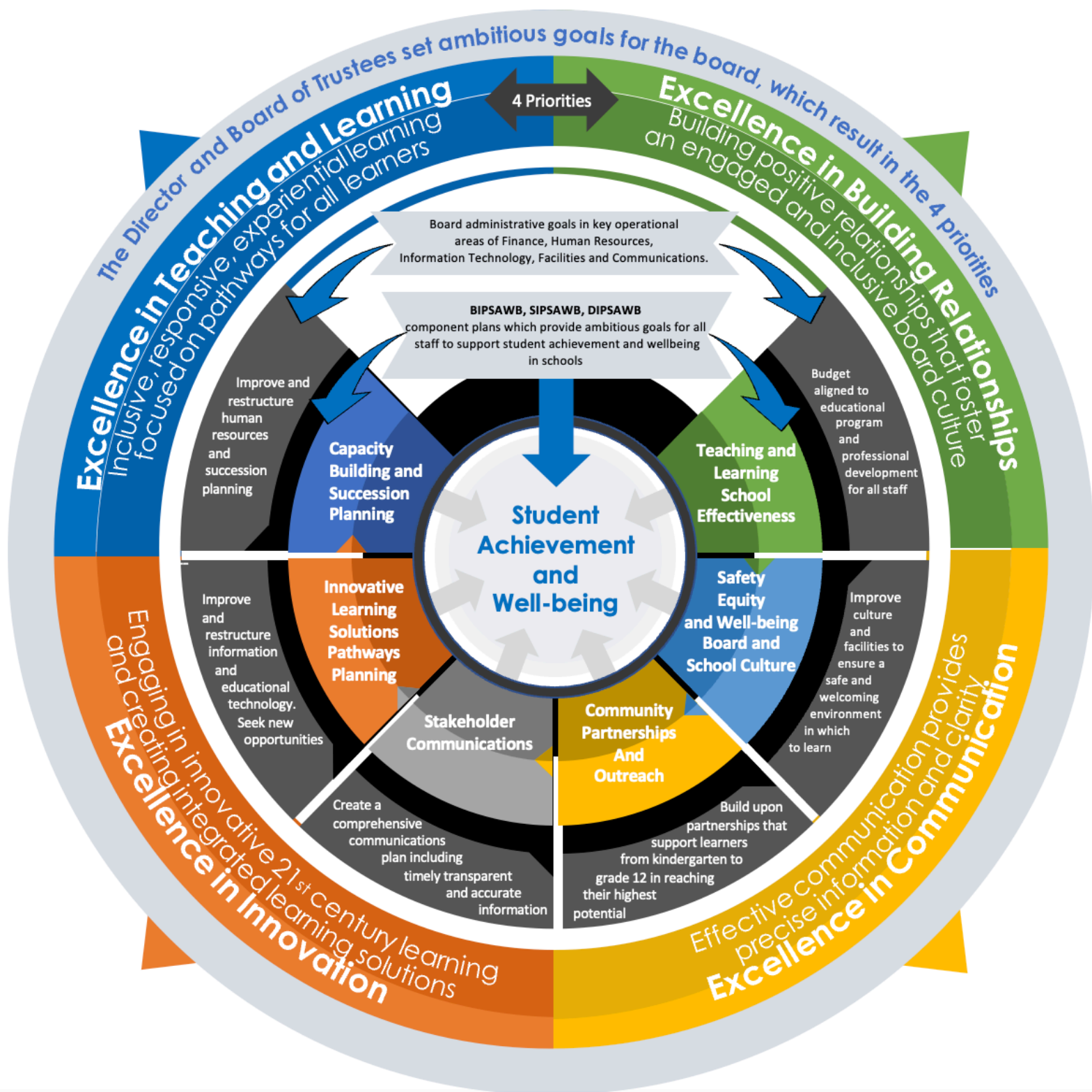
The District Steering Committee assists with the overall plan for the implementation of the School Improvement Plan (SIP) which is aligned to the philosophies of the SEF (K-12), the goals of the Multi Year Strategic Plan (MYSP) and the Student Achievement Plan (SAP) drawn from Bill 98 Better Schools and Student Outcomes Act.

The SEF document suggests the completion of one school visit per year. The NNDSB goal is for the district team to engage all schools in SEF activities at least twice per year to provide support. The District Team conducts school activities to collect data and observations to be analyzed by team members in consultation with the principal and school team. The team learns about and provides critical, positive feedback for the schools goals and the impacts of the staff’s implementation strategies.

Each school’s plan is dependent on local conditions and staff and student context. The school team and the District Team work together, using the school’s completed self-assessment to determine collaboratively the areas of focus and related evidence to be collected during the school visit. At the end of the visit, the District Team meets to discuss and consolidate observations and to prepare feedback that will be shared with staff.

The return to face-to-face teaching and learning in 2022-23 allowed NNDSB to begin rebuilding post pandemic to get back on track with the district process which is an essential part of the MYSP 6-week cycle process. By the end of June 2023, 31 elementary schools, and 6 Secondary schools had engaged in the District SEF visit process. The 2023-24 SEF plan included priorities as set by the Ministry of Education in Bill 98 and as incorporated into the Student Achievement Plan. The 2024-25 SEF plan included collaborative work amongst schools paired for like context.





ABOVE: The MYSP Alignment Graphic

MYSP Planning, Implementation and Monitoring is a dynamic, organic process where all the components - board, department, and school teams set goals and actions that align to the priorities of the plan. Continuous improvement is guided by the operational MYSP 6-week cycle process.

The MYSP 6-week cycle process supports all staff to:

- Continually evolve and assess their results to assure alignment toward the four MYSP priorities.
- Assure every action plan has a trajectory toward student achievement and well-being
- Fulfill the vision, mission, and values of the MYSP

NNDSB ensures that the work of every action plan has a direct line of sight to the highest intentions of the organization, All NNDSB goals should link to the vision, mission, and values of the Multi Year Strategic Plan.

The Circles of Excellence:

Moving Inward:

The Outer Circle represents the overarching, ambitious goals as set by the Director of Education and the Board of Trustees.

The Next Circle represents the four priorities established by the Board of Trustees, the Director of Education, and the Senior Team: [Excellent in Teaching and Learning](#), [Excellence in Innovation](#), [Excellence in Relationships](#), [Excellence in Communications](#). It emphasizes the priorities of the 2021-26 Multi-Year Strategic Plan. The Director and Trustees set ambitious priorities and entrust the board staff to implement the plans that support and enrich those priorities toward the core purpose of Student Achievement and Wellbeing (at the vortex). Each of these priorities is supported by a comprehensive plan for staff.

The Next (grey) Circle represents board practices which involve structural /business practices that support all staff. The Director and Senior Team set ambitious goals and design metrics for their progress. Goals are established for effective board practice, structure, culture, philosophies, and innovation in key areas of HR, IT, finance, communications, community partnerships, teaching and learning.

The next (Inner) Circle represents relevant staff and their contributions that more directly support student achievement and wellbeing. BIPSAWB, SIPSAWB & DIPSAWB are acronyms denoting Board, School, and Department Improvement Plans for Student Achievement and Well-Being. Senior leadership, principals, vice principals, managers and other staff develop and implement board plans (BIPSAWB), school plans (SIPSAWB) and department plans (DIPSAWB) to engage professional practices that move the board toward set goals in Student Achievement and Wellbeing.

The Centre Circle represents the number one priority of NNDSB.



Highlights

Addressing MYSP Goals

The following are just a few examples of the actions and initiatives undertaken during the 2024-2025 school year to progress toward the MYSP Objectives.

2024-2025 Actions and Updates

The following chart outlines the Trustee Objectives as indicated in the MYSP. In the second column, we indicate just some of the ongoing actions and initiatives undertaken in 2024-25 and the current actions. The third column provides more specific details to indicate specific focus.

MYSP 5 year Objectives	Actions include, but are not limited to	
Academic 1. Ensure that NNDSB can reach all students with a full suite or portfolio of programs.	2024-25 Plans <ul style="list-style-type: none"> • Continue Indigenous education and Anishnabewan as choice for second language for grade 7,8. • Year three of NBE3 Indigenous language as core grade 11 course. • Year three of Seven Stones, Alternative Secondary School Program (ASSP) – Partnership with North Bay Indigenous Friendship Centre • Support evolution of Grad coach model addressing the needs of urban Indigenous students by supporting the completion of OSSD requirements and preparing them for next steps. • Hockey skills programs at Parry Sound High School (PSHS) and Humphrey connect to students in need of alternative programming for success and stress leadership skills. 2023-24 saw expansion to Almaguin Highlands Secondary School and FJ McElligott intermediate and senior students. • Year four Personal Support worker (PSW) in North Bay and Parry Sound with expansion to Mattawa. • Implement effective English as second language programming across the district. Establish structures, build capacity, and support educators and families in helping English Language Learners (ELLs) access and be successful with grade level content and student activities. • Review and refine the development of IEPs to ensure appropriate goals and programming for students with Special Education needs. • Each Secondary School boasts two or more Specialist High Skills Major programs. • Continue to inform students about their choices for the future and provide responsive, relevant activities and learning to address these needs in preparation for personal development of career pathways. • *Revised* Provide professional development opportunities for FSL teachers in Core, Extended and Immersion programming. • Continued implementation of newly acquired resources that target core literacy skills and are effective in both Tier 1 classroom practices and Tier 2 interventions. • *New* Focus on alongside-the-educator professional learning and direct support of Tier 1 whole class instruction, including support and modelling of Tier 2 small group instruction within the classroom setting. • *NEW* Introduction of Numeracy Intervention programming at the Primary and Junior levels to close learning gaps for students working below grade level in math. 	Specific Focus Details and Performance Indicators <ul style="list-style-type: none"> • Examine how Student Alternative Learning through work situations will support higher completion rates and employment. • Specific intentions in confidence, leadership skills and success across the content • Rate of success and rate of immediate employment are high. • Work with Ministry to remain compliant with red seal earnings given changes in specific SHSM regulations like program sharing.

<p>2. Redesign learning programs to take advantage of technological capabilities and building our capacity for student ownership.</p>	<ul style="list-style-type: none"> ● *Revised* Capacity building to support the implementation and use of <i>Acadience Reading</i> (Universal Screener) student data *Revised* Implementation of an entirely digital format for completion and data analysis of Acadience data for Grade 7 and Grade 8 Acadience screening ● Introduction of Science, Technology, Engineering and Math (STEM) lesson plans created for summer programs and in summer writing project undertaken by Technology enable Learning (TELT)Coordinator. ● Continue to develop public web resources to support literacy learning at home and public confidence. Student Achievement and Well-being (SAWB) Principals to develop content for web presence. ● Intentional deployment of <i>ChromeBooks</i> to support equitable access to technology enabled learning in mathematics classrooms. ● *New*Over the past 8 months full class sets of Chromebooks have been acquired, setup, configured, and deployed at several schools as identified by Math Lead. These include but not limited to Sunset Park, Parry Sound Public, Woodland, White Woods, Sundridge Centennial, and Alliance. ● *Revised* The purchase or expansion of resources and programs, including licenses (e.g., Acadience, Lexia, and Rewards Literacy Intervention Programming), to support early interventions for students with reading deficits enrolled in K-9. ● Continue to use the Grade 8 transition survey to support transitions to grade 9 alongside "Destreamed Math Survey". ● Students to complete the survey by June 8th. Educators examined data alongside student profiles in Sept ● Continue to develop, utilize, and promote central NNSB electronic supporting resources like Skills at Work, Skills Catalyst and the SHSM OneNote ● Review and Re-structuring of Grad Coach Model is ongoing 	<ul style="list-style-type: none"> ● to inform instruction and programming in both the classroom and literacy intervention space. ● Are we achieving equitable access to learning through the distribution of personal devices? ● Increasing the availability of levelled supports for Literacy intervention ● Determining levels of support required for incoming students. ● Increased focus in indigenous pathways and support post-secondary to a chosen path
<p>1. Grow capacity in staff to deliver high-quality, evidence-based assessment and instruction.</p>	<ul style="list-style-type: none"> ● Regional Indigenous Learning working groups as part of a multiyear strategic plan to ensure we continue to grow to meet the needs of learners. Language revitalization remains a top priority. ● Develop robust and well-planned Administration and lead teacher development in Indigenous Education working alongside System Principals/Teams ● Support and strengthen NBE educators in the delivery and management of the curriculum. *New* All Mental Health staff will be trained in Indigenous cultural mindfulness to support culturally responsive approaches with students and families. 	<ul style="list-style-type: none"> ● Continue to develop capacity in key leads. Sharing of focus group feedback is important. Barriers still exist in staffing. Partnership feedback, outcomes and participation are key sources of data in developing staff Capacity. PD sessions are voluntary due to pressures for Ministry focus on Mathematics and Literacy-Attendance rates at voluntary Pd will provide next step information
<ul style="list-style-type: none"> ● Develop and implement Anti-racism education resources, training, tools and professional development alongside Equity Team and First Nation and Community Partners. ● Ongoing and Accessible Cultural Competency Training for all staff and Trustees ● Curate board level resources to support professional development in development of cultural competence, anti-oppression, inclusivity, and diversity. (LGBTQ2S+, Anti-Racism/Discrimination/Anti-Black Racism). 	<ul style="list-style-type: none"> ● Using student profiles to support students who are struggling. Comparing demographic data with attendance and achievement data. ● Next steps: Deepen our understanding of demographic data and how it may be used to support the identification and monitoring system and school teams to use evidence-based decision making to help eliminate systemic racism and promote racial equity and advance fair treatment. 	
<ul style="list-style-type: none"> ● Training provided for all Educational Assistants (EAs) and Secondary Teachers in Emotion Coaching, a School Mental Health Ontario (SMHO) strategy designed to support the emotional regulation of students. ● Professional Development provided to all board staff on The Third Path, a relationship-based approach to education. ● Implementation of mandatory Mental Health Literacy Modules from the Ministry of Education in grades 7/8 and 10. <p>All mental health staff trained in:</p> <ul style="list-style-type: none"> ● Proactive Restorative Circles, being used as a Tier 2 classroom intervention to support Social Emotional Learning (SEL) <p>All Mental Health Clinicians received training in:</p> <ul style="list-style-type: none"> ● Play Therapy Foundational Skills to support modification of interventions to support the engagement of students. ● Training to occur end of May in Brief Solutions Focussed Therapy to support the implementation of PPM 169 directive #4 – consistent use of evidence informed brief interventions (4 – 6 sessions). <p>Regulated Mental Health Staff (MHC and BRISC) received training in:</p> <ul style="list-style-type: none"> ● PreVenture an evidence-based Tier 2 intervention shown to delay substance use and reduce the overall risk of substance use. ● PreVenture piloted in 4 schools with all grade 8 students. ● Key staff trained in Traumatic Events Systems (TES) to support best practice responses to school and system level crises and traumatic events. 	<ul style="list-style-type: none"> ● The plans remain the same and training is ongoing as new staff are hired in various roles. All staff receive the same training (for example, all CDCs trained in the same programs so that there is consistency across the regions). 	
<ul style="list-style-type: none"> ● Support the use of classroom resources related to personal safety, injury prevention and cyber safety, as created by the Canadian Centre for Child Protection and the Safe Schools Team. ● Continue to provide Kindergarten educators (teachers and early childhood educators) access to the Forest School Practitioner course, which results in certified educators across our district implementing outdoor pedagogy in all Kindergarten classrooms 	<ul style="list-style-type: none"> ● Key Performance Indicators Website analytics and staff surveys will measure staff uptake and use of resources. Number of educators completing the program, participant feedback surveys and analysis of in-school implementation will be the indicators of success. 	
<ul style="list-style-type: none"> ● *Revised* Literacy educators will continue to grow in confidence and ability to identify critical, evidence-based components of a comprehensive literacy program; have access to resources that align with these components and understand how to embed them into their elementary/secondary teaching and programming. ● *Revised* In 2024-25 <i>Acadience</i> collaboration with school administrators that supported meaningful analysis and use of data to support school programming and decisions. ● *Revised* FSL Professional learning: structured Literacy in the French Immersion classroom SK – 2.; action-oriented approach to learning a second language; and applying the CEFR and action-oriented approaches to teaching and assessment. ● *New* Mobilizing and implementing an integrated approach to maximize impact of evidence-informed strategies and practices in FSL teacher recruitment, hiring, professional support and retention. 	<ul style="list-style-type: none"> ● Key performance Indicators gathered by Director will be based on teacher learning and student achievement through the application of systematic, evidence-based reading intervention approaches or programs. Multiple and varied staff gathered evidence will be distilled for this purpose. ● OPSBA Funded FSL Project included multiple professional learning for administrators and educators in three FSL Streams. 	

		<ul style="list-style-type: none"> • *New* Development of a 3-Part Learning Series for FDK Teams in preparation for the system to receive new FDK Curriculum for 2025-26. 	
		<ul style="list-style-type: none"> • * NEW Support educators with guidelines, resources, and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans (e.g. NNDSB Scope and Sequence, 2024) • Initiate/continue classroom embedded learning opportunities with math facilitators and classroom teachers, with a focus on high impact Instructional Practices. • Build staff capacity to support students with specific learning needs/difficulties by using targeted, consistent, and evidenced-based teaching strategies. • Implement digital Math Tools (including Knowledgehook, MathUp and DreamBox) to support High Impact instructional Practices, student engagement, and responsive instruction and intervention. • *NEW Engage in regular standards-based assessments to determine class, school, and system learning needs and next steps using the Knowledgehook platform in Grade 3 and 6 priority Math classrooms. • Provide training and support to school teams around appropriate Math modifications/accommodations. • Plan iterative cycles of implementation in key classes for target students who are working below grade level in Mathematics. 	<ul style="list-style-type: none"> • Key performance indicators gathered by Director will be based on students' achievement progression, student attendance greater than 90 percent and student reported confidence. Multiple and varied staff gathered evidence will be distilled for this purpose. • -Dreambox Dashboards used to help Grade 1-3 educators identify individual learning needs and inform classroom instruction. • *NEW-Knowledgehook Dashboard data and NNDSB "Heat Maps" used to monitor student progress every 6-weeks.
		<ul style="list-style-type: none"> • Self Contained Spec Ed Teachers will receive trainings session on IEP writing/goal setting. • Creation of exemplars and evidence-based resources to build educator understanding and capacity around IEP goal setting/monitoring. • Completion of IEP audit/evaluation to demonstrate system-wide implementation of SMART goals and alignment with report cards. • Creation of exemplars and evidence-based resources to build educator understanding and capacity around IEP goal setting/monitoring. • NEW – New School Improvement Planning (SIP) processes were introduced in 2024-25 to align with the Ministry of Education Student Achievement Plan and provincial priorities. 	<ul style="list-style-type: none"> • Self-contained Classroom Teachers received training on RISE, which is a student profile platform that supports the development of IEPs. • RISE platform contains help sections to support educators in developing an individualized student profile for each student. • Results of 2024 IEP audit indicated that IEP monitoring should continue to inform IEP development and implementation, including appropriate assessment, intervention and program planning, monitoring to help ensure that mod/alt programming is meeting the needs of students (ensuring growth and development towards appropriate goals/levels of achievement). • Math Lead Teacher curated numeracy diagnostics, tracking sheets and small group intervention tracking information for all schools for use by DLRTs and school-based educators to build capacity and understand appropriate interventions to support and monitor IEP goals. • Special Education regional coordinators continue to conduct regular check-ins with self-contained classroom teachers and administrative teams to ensure appropriate placements and monitor class enrolment as well as support access to teaching resources and tools for learning, such as specialized equipment/technology tools.
		<ul style="list-style-type: none"> • *NEW* Support staff in delivering relevant, rich experiential learning and skill-building curriculum-tied activities that reaches all students in understanding steps for their future (interests and skills) 	<ul style="list-style-type: none"> • Student engagement
Communities	<p>4.To represent and serve all our communities equitably. NNDSB is to become a place to thrive no matter who or where you are.</p>	<ul style="list-style-type: none"> • 2024-25 Plans 	<p>Specific Focus Details and Performance Indicators</p>
		<ul style="list-style-type: none"> • Hockey skills programs in Parry Sound at PSHS and Humphrey connects to students in need of alternative programming for success and will stress leadership skills. • Hockey Skills Program expansion to Mattawa and Almaguin regions. • Year four PSW in North Bay and Parry Sound with expansion to Mattawa and planning for West Nipissing • Viability data reviewed continuously to determine childcare needs across the district. • Indigenous Youth Advisory circle with representation across the region was formed in 2021/22. This group formed goals and actions for 2024-25 and will again work to support revisions to the Student Achievement Plan. • Equity Advisory Circle includes representation from all regions and a large variety of community partners. EAC members share resources, set goals together and support the equity work throughout the NNDSB and our communities. • Widen and enrich Pathways local and provincial social media platforms as well promotion of pathways and transition learning activities/programs to ensure equal access to learning across the system. • Provide a wide range of accessible and engaging Pathway activities and opportunities to students across all 3 regions • ADD: Consistent communication to ensure students have access to information and tools to support pathway planning and activation. 	<ul style="list-style-type: none"> • Specific intentions in confidence, leadership skills and success across the content • Rate of success and rate of immediate employment are high. <p>New community members continue to join Equity Advisory Circle from all regions.</p>

		<p>Three new community members joined EAC for 2024-2025.</p> <ul style="list-style-type: none"> • Continue to Communicate with First Nation Partners. This will include Director meetings as well as S.O and designate Principal meetings. With First Nations Partners • Continue to refine the program in partnership with North Bay Indigenous Friendship Centre, based on withdrawal and success rates. Explore SAL opportunities as a viable option for those who withdrew. • Aligned with 24/25 COEP goals • Continue to review capital project requirements/requests and meet with stakeholders
<p>5. Build the reputation and improve the relationships of NNDSB with important stakeholder groups.</p>	<ul style="list-style-type: none"> • Collaborative partnerships with long term Care in Mattawa and West Nipissing to attempt to extend PSW program which is dependent on enrollment. • Multiple standing Memorandums of Understanding signed with multiple long term care providers give NNDSB the edge for placement of PSW students. • Director representation on North Bay Centennial planning • Director representation on Hospital Board • Third year of return of TOROS theatre well attended by the theatre community who were concerned with its return. Increased collaborative efforts between theatre groups to ensure success. • Memorandum of Understanding refreshed for Townships of Parry Sound, Seguin, Mattawa, and their arenas for community use. • *NEW Parent Mathematics engagement materials have been developed and shared on the NNDSB Math For Families webpage. • *NEW A variety of parent/guardian information and engagement events with a focus on math education have been held over the 2023-24 and 2024-25 school years (e.g. Gr 7-12 Math Information Night, Virtual Family and School Based Math Nights). • *NEW NNDSB Math Coordinator is provincial Vice-President of the Ontario Mathematics Coordinators Association (OMCA) and supports a network of Mathematics coordinators, coaches, and consultants in boards across the province. • * NEW NNDSB Math Team presented content at the 2024 and 2025 OMCA (Ontario Mathematics Coordinators Association) and OAME (Ontario Association of Mathematics Educators) Conferences. • *New* Ongoing participation and contributions to professional learning opportunities facilitated by Dyslexia Canada and International Dyslexia Association of Ontario. • *New* Ongoing participation and member of ONLIT.com Team which is a ministry funded vehicle to support capacity around the implementation and knowledge of the 2023 Language and ENG1W Curricula. • *New* Participating member of provincial organization – ELCO – English Language Coordinators of Ontario. • New* Member of MLL Learning Community facilitated and supported through CODE. • *New* Bring recognition of the important work undertaken by our policing partners, such as North Bay Police Services and the Ontario Provincial Police, in educating students about issues related to personal safety and well-being • Work alongside agencies including Canadian Ecology Centre, Child Nature Alliance and Health Unit in support of building capacity in all educators to engage in experiential learning and outdoor pedagogical approaches • *New* Communications ready to launch a friendlier first page of the web site. Work will begin to refurbish all pages. It is projected to take several years. • *New* Engage in activities and expenditures that will educate students, educators, parents/guardians/caregivers and the broader school community about accessibility barriers experienced by students with disabilities and special education needs in order to promote inclusive, barrier-free school environments. • NEW – A new consultative process to engage First Nation communities in the Indigenous Education Board Action Plan planning and reflection. • NEW – Student Achievement Planning processes that engage board committees and community partners in meaningful collaboration and cooperation. • 	<ul style="list-style-type: none"> • Continue to promote and monitor enrolment for both programs. • Programs at established sites began in September. They are full and in full swing. • Key Performance indicator will be sustainability and increased enrollment. • Key Performance Indicators Almaguin and FJ McElligott programs have begun. Partners are happy • Key performance Indicators can be determined through improved Parent engagement and site access. -Parent/Guardian participant feedback surveys provide next steps and opportunity for follow-up with other stakeholder groups. • These are new partnerships. Key indicator of success is qualitative sustainability of partnership in the interest of student achievement. • Key Performance Indicator: number of students/classrooms/schools participating in workshops/presentations facilitated by police partners. • Key Performance Indicator: qualitative data obtained regarding the sustainability of the partnerships, growth in teacher capacity and student engagement. Quantitative data obtained through number of educators involved in PD sessions and the number of sessions co-facilitated by partners.

<p>6. Develop and maintain strong improved partnerships and collaborative relationships with education providers and community partners. Work together for a common purpose and mutual benefit.</p>	<ul style="list-style-type: none"> • Provide continued opportunities to connect and engage with community partners at our Equity Advisory Circle Meetings, enabling us to learn from each other through clarification and alignment of each other's work while centering our collective commitment to support equity and inclusion in our schools. • Strengthen connections with FNAC and Indigenous communities through collaborative approaches and projects, such as the Niigaan Gdhaamii Grants and review of the Education Service Agreements. • All Families with ELLs will be welcomed and supported during their transition into the NNDSB. All ELLs will receive a STEPS assessment. • Continue to increase the board's partnerships with universities offering Education programs to enhance the ability to attract and retain teacher candidates. • Grow partnership with Long Term care providers. • Nurture links to YES and Multicultural Centre • Gather data and grow coop and placement opportunities with North Bay Film Studios • Develop strong relationships with other film production agencies. • Strengthened partnership with Nipissing University to hire tutors will be of advantage in 2023-24 given Bill 98 indications regarding the use of second year students as staffing support. • Partnership with North Bay Battalion will continue in support of Bullying Prevention and Intervention • Continue work with District Social Service Administration Boards to support equitable childcare opportunities across the district. • Continue to connect and engage with community public libraries to collaborate and share ideas on materials and practices to best support our school populations. • Establishment of the Right Time, Right Care Committee with co-terminus school boards and community partners to implement seamless mental health and addictions service pathway for students. • Work alongside North Bay Police Service via school liaison officer; continue working with OPP school liaison officers to strengthen partnerships. • Work in tandem with other school boards, municipal governments, police, and social services to develop a community-based Violence Threat Risk Assessment (VTRA). • Key staff trained in VTRA Level 2. • 2023-24 Debrief with YES employment and DSSAB to ensure students are prepared for success. <p>Continue to partner with the Canadian Centre for Child Protection (C3P) to bring information to parents, resources to teachers and general increased awareness of issues impacting students related to their online presence and use of social media.</p> <p>*New* Partnerships are addressed in staff development around FASD (Anishnabek Nation) and removing barriers for students with disabilities (Community Living North Bay and Community Living Almaguin) Build staff capacity to support students with FASD, ADHD, Autism, and other neurodiversity,</p> <p>*New* Set monthly meetings for Mental Health Lead with Hands manager. Continued attendance at planning tables: Muskoka, Nipissing and Parry Sound Child and Youth Planning Table, Hub Steering Committee, Mental Health Leads and Health Unit - Attendance, Crisis Care Pathways for the Districts of Nipissing, East/West Parry Sound, and Mattawa, Centre Alliance Centre Advisory Committee. Continued meetings with North Bay Hospital CAMHU Manager to develop discharge pathway.</p> <p>*New* Provide opportunities to connect and engage with community partners through our Equity Advisory Circle and supporting school communities together, enabling us to learn from each other's work while centering our collective commitment to support equity and inclusion in our schools., Excellence in Relationships and transparency in communication</p> <p>*New* Development of new and continued annual renewal of partnership agreements with agencies providing mental health programming within NNDSB schools."</p> <p>*New* Continued collaboration with Nipissing University Faculty of Education in order to offer Adapting Curriculum for Second Language Learners in a French as a Second Language Setting. This course focuses on effective teaching and learning strategies, differentiation and collaboration, while creating inclusive environments.</p> <p>*New* Continued collaboration with Nipissing University through Dr. Thorne, to support Family Literacy Nights across our district.</p> <ul style="list-style-type: none"> • NEW – Student Achievement Planning processes that engage board committees and community partners in meaningful collaboration and cooperation. • NEW – A new consultative process to engage First Nation communities in the Indigenous Education Board Action Plan planning and reflection. • NEW – Revised School Effectiveness Framework (SEF) activities enable qualitative data collection through school visits that include "listening campaigns" and consultative engagement processes. 	<ul style="list-style-type: none"> • Key Performance indicators are mainly qualitative in terms of established trust, ongoing good will and willingness to collaborate in mutually beneficial projects, partnership feedback, outcomes and renewal. • Quantitative indicators in some cases could be the number of positive actions taken together in the service of student achievement and well-being. <p>Multiple and varied staff gathered evidence will be distilled for this purpose.</p>
<p>7. Design a decision-making process that continues and/or expands opportunities for consultation and conversation with important communities about decisions that affect them.</p>	<ul style="list-style-type: none"> • Phase 3 of MYSF 6-week cycle process -integrate 6-week data into SEF conversations and consultations and Data dashboards • School Effectiveness Framework assessment and feedback process in all schools. • NEW Student-centred SEF activities that elevate student voice to reimagine challenges and opportunities for learning and well-being. • NEW Consultative Student Achievement Planning timelines that enable students, staff, families and community partners to contribute to transparent planning and reflection processes. • Committee Terms of References updated for the year. This process will continue every year. • Capacity building in Board Governance practice grows. • Improved and ongoing negotiations with all union partners • Consultation and staffing processes improved. • Develop a Board Indigenous Caregiver Advisory Committee Begin to develop administrative guidelines for: <ul style="list-style-type: none"> • NL alignment with the French Admin Guideline • Update Voluntary, Confidential FNMI Self Identification 	<p>New data dashboard provides a variety of rich qualitative and quantitative data drawn from 6-week cycle goals which are aligned to MYS and Ministry of Education SAP priorities.</p> <p>Specific Indicators include:</p> <ul style="list-style-type: none"> • Qualitative school summaries, aligned with provincial student achievement priorities. • Key Indicators in Core Academic Skills, Future Success and Engagement and Well-being. <ul style="list-style-type: none"> • Continue to review capital project requirements/requests and meet with stakeholders

		<ul style="list-style-type: none"> • FNAC/IEAC (Roles/Responsibilities) • Appropriation (use of Indigenous names, mascots, and imagery through anti-racism frameworks). • Cultural Practices, Protocols, and Spaces including requesting and honouring Knowledge Keepers, Elders, Cultural Advisors and Artists <p>• *New* Design and specify capital projects with involvement of school and community stakeholders. Regularly provide updates or involve stakeholders in project update meetings.</p>	
Processes	8. Build business (payroll, facilities, HR, IT, teaching, and learning) processes that are efficient, effective, and supportive of key objectives.	<p>2024-25 Plans</p> <ul style="list-style-type: none"> • Finance to purchase training materials and create video training materials for current staff and include as part of onboarding moving forward extended into 2023-24 • Finance expanding credit card Option for School Cash-on-line. • Payroll - School Year Start -Up Discussions - work with Human Resources to establish school year start up processes (i.e., cross checks, validation). • Facilities and Finance working toward Joint PD and cross training. 	Specific Focus Details and Performance Indicators
	9. Invest in technology to achieve efficiencies in operations, streamline tasks, remove redundancies in operations that create obstacles inefficiencies.	<ul style="list-style-type: none"> • Human Resources and Finance collaboration to inquire with “Edsembli” regarding payroll account integration in K2-12. • Automate TIC (teacher in charge) and Split/Shift Premiums. • Automate Purchasing Card reconciliation process. • Continue to expand and improve use of <i>Powerschool</i>, and integration with other software programs. • Complete connectivity at school projects to strengthen connection for learning online as per Ministry parameters. • Implement modern Library circulation system. <p>• *New* Continual improvements and enhanced functionality of existing programs/platforms and online reporting. Improve clarity of data captured, as well as create reports and forms for tracking of other operational items.</p> <p>• *New* Consolidation/integration of existing programs/platforms to create operational efficiencies, ease-of-access and use for end users, and reduce operating costs.</p>	<ul style="list-style-type: none"> • Meet with vendors in order to implement changes and updates to existing programs/platforms and review alternate products.
	10. Improve staff understanding of the role, function and values of all functions, processes, and system-wide coordinating processes/mechanisms.	<ul style="list-style-type: none"> • Continual department specific monitoring of Organizational review and realignment to incorporate efficiencies identified in the operational department. • HR work will continue over several years HR will work with all departments to review role descriptions and realign for balance in scope and responsibility creating efficiencies. <p>• *New* Creation and implementation of a professional development procedure for Facilities and Operations staff.</p> <p>• *New* Creation and implementation of a succession planning procedures for Facilities and Operations staff.</p> <p>• *New* Review and implementation of staff training plans, both within the department and health and safety training requirements board wide.</p>	<ul style="list-style-type: none"> • Creation of AG in coordination with HR and CUPE 1165-2. • Review of existing P/VP leadership pool procedures for guidance. • Coordination with system on specific needs of different departments/programs to incorporate into training plan.
	11. Build efficient and effective budget planning/monitoring driven by student achievement and well-being goals.	<ul style="list-style-type: none"> • Working with S. O’s and Finance, OCA aligns program budgets for efficiency. • Finance and Hr continue to work closely to align appropriate GL codes for funding specific reporting specific positions in the system such as special education teachers, indigenous teachers/guidance coaches, etc. • Manager of Finance along with the Capital Projects Manager and Manager of Facilities and Operations stay in close touch in order to support the monitoring of funding and spending on major capital projects. • Purchasing Supervisor and Manager of Facilities and Operations will refine and detail requisitions/purchase orders in order that they present as the professional, legal documents they are intended to be. <p>• *New* Monitoring and steering of the Facilities and Operations budget during monthly operations meeting. Re-orientation of expenditures and transferring of budgets in order to ensure on-going operations and no impacts to programming.</p>	<ul style="list-style-type: none"> • Review current expenditures (expressed as a %) against cost progressions • Monitor progress throughout the year, adjusting as required
	12. Build an effective and efficient organizational structure	<p>2024-25 Plans</p> <ul style="list-style-type: none"> • Implemented the Multi-Year Strategic Plan MYSP 6-week cycle process, which aligns staff in an organizational structure of plan, act, observe and reflect. It is grounded in reflective planning based upon gathered evidence. • Succession planning framework implemented, and courses introduced to staff. • Develop TIC’s (Teacher’s in Charge) to support succession planning. <p>• Admin Guidelines, interviewing, hiring, and onboarding processes were reviewed and adjusted.</p> <p>• Recruitment process refined resulting in the building of a leadership pool for future vacancies.</p> <p>• Finance and HR collaboration is clearing up GL coding issues in staffing.</p> <p>• Finance and Facilities collaboration regarding capital projects ensures efficiencies.</p> <p>• *New* Creation and implementation of a succession planning procedures for Facilities and Operations staff.</p>	<ul style="list-style-type: none"> • Creation of AG/procedure in coordination with HR and CUPE 1165-2. • Review of existing P/VP leadership pool procedures for guidance.
Organization	13. Build a performance organization culture characterized by accountability collaboration, teamwork, and knowledge sharing.	<ul style="list-style-type: none"> • Leadership meetings extend out to school principals, central administrators and department leads ensuring alignment across the system. • Initiated monthly operations meetings with all department leadership and weekly Manager and Officer meetings in order to discuss issues and implement actions. • Implementation of board and department MYSP 6-week cycles. Planning, goal setting, gathering of evidence was an ongoing capacity building exercise in collaborative organizational effectiveness and accountability which will now extend to schools in 2022-23. 	<ul style="list-style-type: none"> • Ongoing learning and involvement in a performance culture. • Revisiting SMART goals to better understand accountability and efficiency as a result of collaborative work where

	<p>This work continues in twice annual SEF visits and ongoing collaboration with school administrators.</p> <ul style="list-style-type: none"> • *NEW* redesign of department planning and 6-week cycle updates to increase understanding and engagement in the process. 	<p>responsibilities and goals are specifically defined.</p>
<p>14. Build organizational capacity across the system to execute the MYPSP teaching and learning objectives. Eliminate key person dependencies and exposure of the organization to unexpected departures through cross-training and comprehensive and intuitive succession planning.</p>	<ul style="list-style-type: none"> • Voluntary continuation of MYPSP committee meetings to allow for check points in the progression toward meeting MYPSP priorities. • Regular MYPSP report timeline created to allow trustees to stay informed. • MYPSP 6-week cycle process implementation to align central staff in a collaborative mode focused on MYPSP goals. • *New* Ongoing work in succession planning has led to an established mentorship framework and mentor support in the completion of leadership applications. • Expectation to examine role descriptions and cross training/mentoring opportunities over the next 5 years-work has begun with HR role alignment and examination of Facilities and Finance. • Leadership Development Team focuses on capacity building, mentorship, and succession planning 	<ul style="list-style-type: none"> • Ensuring that lead capacity is such that cross training and mentorship lead to then elimination of key person dependencies. • Increase understanding of the role of leaders to attract emerging talent.
<p>15. Become a data-driven, strategically managed organization.</p>	<ul style="list-style-type: none"> • MYPSP 6-week cycle planning templates and process introduced-gathering, and examination of data is essential within the process and across the system for all staff. • Development of the SAWB Dashboard to inform 6-week cycles at the school and system level. • MYPSP community presentations and surveys undertaken in Spring and Fall 2021 to present • *NEW*: Engaged vendors to align Student Achievement Indicators with current analytics tools (I.e., Edsby Analytics) <ul style="list-style-type: none"> • IT and Program Staff collaboration has resulted in locally developed data collection, meaning making and visualization tools, to enable tri-level monitoring and responsive actions. • NEW – Real-time student achievement planning tools aligned with provincial priorities and indicators are used to inform district and school improvement planning processes. <ul style="list-style-type: none"> • Determine areas of learning need related to new permanent teachers as part of the New Teacher Induction Program through staff surveys • Determine areas of learning need related to building principal, vice-principal and manager capacity as part of our Leadership Development Team strategy 	<ul style="list-style-type: none"> • Student Achievement Planning processes launched August 2023. • Continuous Improvement Planning Processes
	<p><i>School Climate</i> and various student surveys implemented for close examination of next steps.</p> <p>School Climate Survey was conducted during the 2023-2024 school year to help identify priority areas related to Safe Schools and Student Well-being</p> <ul style="list-style-type: none"> • Educator evidence used to determine students in need of invitation to summer gap closing. • Childcare viability survey completed to determine childcare needs for students attending NNDSB schools. • Safe Schools will continue to increase central collection of forms and conduct data reviews to gauge areas of need (i.e. Safe Schools Incident Report Forms). • EDI Data used to inform decisions around student achievement and well-being. • *New* Using 2023 Demographic Data Collection for JK to Grade 12 students to support struggling students with attendance and student achievement and well-being. Compare demographic data with attendance and achievement data. Support school admin teams with analyzing data to support students and families in need of support. • *New* Use of electronic platforms, such as eBase, to gather data related to safe work environments and build responses in support of all employee groups (e.g., new Worker Safety Plans). • *New* Continual improvements and enhanced functionality of the eBASE online reporting platform. Improve clarity of data captured to be enable data driven decision making. 	<ul style="list-style-type: none"> • support struggling students with attendance and student achievement and well-being. Support school admin teams with analyzing data to support students and families in need of support. • gather data related to safe work environments and build responses in support of all employee groups (e.g., new Worker Safety Plans).
	<ul style="list-style-type: none"> • Train and enhance communication to school teams around Math program modifications and/or accommodations. • Plan iterative cycles of implementation in key classes for target students who are working below grade level in Mathematics. • Collection and evaluation of data around performance, interventions, and progression of students with identified learning needs in Math. • Monitoring and skill development for students who are not meeting benchmarks based on 6-week cycle assessments and math diagnostic assessments. • School visits based on School Effectiveness Framework (SEF) 	<ul style="list-style-type: none"> • Key performance indicators gathered by Director will be based on students' achievement progression, student attendance and student reported confidence. Multiple and varied staff gathered evidence will be distilled for this purpose. <p>Please see next row for information that demonstrates the complexity of this objective, and the plans found in the left column. At any time, a variety of data sources are triangulated with school, student and staff contextual information to provide a fuller picture of the current status and next steps.</p>
<p>Specific Data that informs student achievement and wellbeing efforts includes but is not limited to:</p> <ul style="list-style-type: none"> •EQAO,2023-24 •Report Card Data •Attendance •Teacher Efficacy Survey (09-29-2023) •School Achievement Plans •SEF Data •Reading Assessments (Acadience Reading, Core Phonics) •Anecdotal feedback received through working with administrators and teachers across the system. • Digital Math Tools (Knowledgehook, Dreambox, MathUp) • Educator Voice and participation in voluntary PD • School Math Plans 		

	<ul style="list-style-type: none"> • NBE and NL teacher surveys • Educator voice (anecdotal, exit tickets, surveys) • Graduation rates • Staff participation • Student surveys • Enrolment data and course renewal • DLRT referrals 		
Financial	<p>16. Ensure that the NNDSB is managed efficiently and is financially sustainable year over year and for the long term. Make decisions that are sustainable.</p>	<p>2024-25 Plans</p> <ul style="list-style-type: none"> • Capital Facilities proposals to Ministry of Education for efficient use and disposal of properties. Plan looks forward to outlying areas as well to reduce costs of maintaining underpopulated buildings with declining enrollment. • Investigation of unpaid leases and antiquated agreements. • Re-engagement of NNDSB charity and its connections to the board's communities, as well as a review of the charity's constitution by Fall of 2024 • Continued involvement of the senior team in budget discussions and obtained direction/consulted on spending new funding. • Each time a position is vacated (due to retirement or resignation), the position and its place within the organization is carefully reviewed to ensure best fit with strategic direction moving forward and determine if the position needs to be filled or can be revamped or absorbed to match future direction. 	<p>Specific Focus Details and Performance Indicators</p>
	<p>17. Ensure that NNDSB spending, and resources are aligned to the MYSP. Align revenue, spending, and resource allocation to MYSP priorities and directions and ultimately student achievement.</p>	<ul style="list-style-type: none"> • In consultation with the Director, the Officer Corporate Affairs (OCA) aligns Priorities Partnership Funding (PPF) to support MYSP priorities. These decisions are brought to the senior team for discussion and alignment. • Becoming more familiar with the MYSP 6-week cycle process allowed the finance team to become familiar with the benefits of planning and alignment. In preparation for the 2023-24 budget, more time was dedicated to reviewing the enveloped areas of funding (Indigenous education, multi-disciplinary team funding, mental health funding) to ensure that the funding is spent on expenditures that meet the funding parameters, but also match with the MYSP priorities. This included multiple discussions with the SOs and their program teams to determine the vision for the positions. Further input from varying areas will be sought in preparation for the 2024-2025 budget. 	
	<p>18. Ensure that NNDSB meets Ministry expectations / requirements for financial stewardship and accountability.</p>	<ul style="list-style-type: none"> • Planning for capital projects is future focused and considers data gathered on student population, community need and property values, and investigates appropriate amalgamation options that will support less spending and a smaller carbon footprint. Anticipated changes to regulations related to property disposal and community partner involvement will be carefully monitored. • OCA provides guideline for spending parameters and indicates responsibility assignment and all relevant report dates as Priorities Partnership Funding arrives. This is updated for each amendment. • The purchasing department will update and revise the Purchasing Administrative Guideline and related processes to reflect the Building Ontario Businesses Initiative and the changes to the BPS Procurement Directive in 2023-2024. 	
	<p>19. Increase budget holder accountability for spending and variance</p>	<ul style="list-style-type: none"> • OCA alignment process allows for more timely and efficient progress checks. • Finance investigating best training mode for relevant staff in K2 12. • Finance and HR working together to assist schools with efficient staff supply replacement. • *New* Monitoring and steering of the Facilities and Operations budget during monthly operations meeting. Re-orientation of expenditures and transferring of budgets in order to ensure on-going operations and no impacts to programming. • *New* Facilities and Operations budget broken-down into allocations per Family of School (for O/FMS/FSS) and H&S (for WHSA) • *New* Identify cost saving measures, alternative product and service sources to reduce costs and increase efficient use of F&O budget 	<ul style="list-style-type: none"> • Review current expenditures (expressed as a %) against cost progressions • Monitor progress throughout the year, adjusting as required
	<p>20. Manage surplus accounts strategically. (Learn to use our surplus and reserve dollars wisely.) Plan ahead for change based on future trends. Accumulate or spend according to plan.</p>	<ul style="list-style-type: none"> • Consistent reporting to the finance committee has been identified as critical in this area. A report template has been created, and as the finance software is improved, the variance reporting will be improved as well. • Planning for capital projects has also been taking into consideration future plans, and available accumulated surplus. • Exploring ways to generate growth revenue from ancillary (non-traditional) sources. • *New* Coordination between Facilities and Operations and Finance on remaining capital funds from 24 FY and allocations for 25 FY • *New* Review and plan capital projects to maximize expenditure of capital funding available while achieving VFA identified requirements and stakeholder requests • *New* Maintain FIFO of capital funds 	
	<p>21. Generate growth revenue from ancillary (non-traditional) sources.</p>	<ul style="list-style-type: none"> • The program department along with the SBO office have been working on increasing the viability and reputation of the international student program to increase the tuition fee revenues received through this program. • Film production leases are being examined as a possible avenue for future revenue streams, in particular during the summer break when facilities are more available for use. Summer 2022 lease was raised to create small profit and account for facilities staff. • Fall 2023 Lease process and rates further refined to be competitive in the industry- Lease of WSS was profitable. 	
	<p>22. Increase the visibility of financial performance to communities/stakeholders through transparent, accurate and timely communication.</p>	<ul style="list-style-type: none"> • Through the direction of the audit and finance committees, the SBO has been working on improving the budget and financial reporting to ensure the reports are easily understood, succinct and provide sufficient information for decision-making. • Regular reporting by the Finance Committee at board meetings to increase transparency. • Media releases to showcase improvements and thank Ministry of Education for funding support, i.e., HVAC, PSW funding support. 	

Near North DSB

Student Achievement Plan

Bill 98 Better Schools and Outcomes Act prescribed a new common template in which school boards across Ontario would inform the public of key data and strategies for student achievement.

- School boards published a baseline template on April 2nd, 2024.
- The public reporting template was updated on April 30th, 2025.
- Districts were directed to use 2021-22 OnSIS data and 2022-23 EQAO data to generate the first report. Student Achievement Plans now include data from the 2023-24 school year.

It is important to keep in mind that the Ministry indicators are a small piece of the puzzle that makes up the full picture of each child's achievement.

Each region of Ontario presents a unique context that must be considered alongside the analysis of the above measures. Board enrolment, dispersion of students, remoteness, and urban factors all contribute to the unique identities of the communities' school boards serve.

Local context informs responsive planning and action to improve student achievement, equity, and well-being. EQAO assessments provide schools and school boards with detailed reports about student achievement, as well as contextual, attitudinal, and behavioural information from questionnaires.

This data must be used alongside the other measures that matter such as but not limited to diagnostic assessments, student surveys, individual education plans and report card data, to improve school programming and classroom instruction.




Student Achievement and Well-Being | 2024-25

The **Ontario Student Achievement Plan (SAP)** is the provincial government's multi-year strategy to raise student achievement, close equity gaps, and ensure all students are prepared for future success. Rooted in evidence-based practices and system-wide accountability, the SAP focuses on strengthening foundational learning, improving student engagement and well-being, and ensuring students graduate with the skills necessary to succeed in a rapidly changing world.

NNDSB is committed to advancing the goals of the Student Achievement Plan through:

- Targeted literacy and numeracy initiatives in early years and junior grades.
- High student participation in SHSM and experiential learning programs—33% of NNDSB students engage in job skills programs, surpassing the provincial average.
- Ongoing implementation of the Board Action Plan for Indigenous Education.
- Focused professional development aligned with student achievement and equity outcomes.

The Ontario Student Achievement Plan provides a clear, coordinated framework to ensure that all students—regardless of background, ability, or location—achieve excellence. NNDSB is well-positioned to continue aligning its strategies with the provincial vision, ensuring every learner is supported to reach their full potential.

<p>PURPOSE:</p> <p>Levelling up achievement outcomes and experiences for every student.</p> <p>For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.</p>	 <p>PRIORITY: Achievement of Learning Outcomes in Core Academic Skills</p>	<p>Goal: Improve students' literacy learning and achievement.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. % of students who meet or exceed the provincial standard on: <ul style="list-style-type: none"> • Grade 3 EQAO Reading • Grade 3 EQAO Writing • Grade 6 EQAO Reading • Grade 6 EQAO Writing 2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL 	<p>Goal: Improve students' math learning and achievement.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 3. % of students who meet or exceed the provincial standard on: <ul style="list-style-type: none"> • Grade 3 EQAO Math • Grade 6 EQAO Math • Grade 9 EQAO Math
	 <p>PRIORITY: Preparation of Students for Future Success</p>	<p>Goal: Improve students' graduation rates and preparedness for future success.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 4. % of students who earn 16 or more credits by the end of Grade 10 5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program) 6. % of students graduating with an OSSD within five years of starting Grade 9 7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses 8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc) 	
	 <p>PRIORITY: Student Engagement & Well-being</p>	<p>Goal: Improve students' participation in class time and learning.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent 10. % of students in Grades 4-12 who were suspended at least once 	<p>Goal: Improve student well-being.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



PRIORITY: Achievement of Learning Outcomes in Core Academic Skills

Priority Goals:

- Improve students' literacy learning and achievement.
- Improve students' math learning and achievement.

Key Ministry Indicators:

- % of students who meet or exceed the provincial standard on the Grade 3 and 6 EQAO assessment.
- % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL.
- % of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO Math

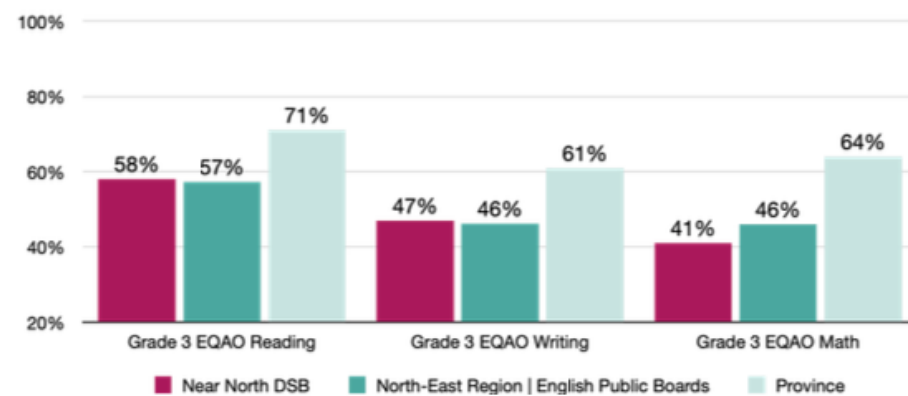
EQAO | Province-wide Standardized Assessments

EQAO assessments measure students' literacy and math achievement in relation to the learning expectations outlined in *The Ontario Curriculum* at key stages in their learning. The indicators are based on large-scale standardized assessments which are administered to all students in participating grades and are assessed in the same way and according to an established set of standards.

- In 2023-24, the NNDSB had a 98% participation rate in Grade 3 and 97% in Grade 6 – compared to 95% in Grade 3 and 96% in Grade 6 at the provincial level.
- Reading and writing outcomes improved from Grade 3 to Grade 6, however math achievement continues to be an area for growth at the district, regional and provincial level.

Key Indicators: Primary Division

Assessment of Reading, Writing and Mathematics, Primary Division | 2023-24



Key Indicators: Junior Division

Assessment of Reading, Writing and Mathematics, Junior Division | 2023-24

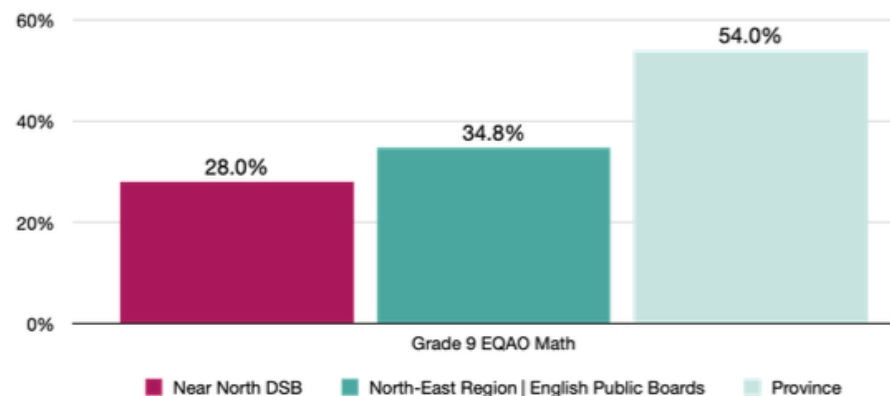


The Grade 9 Assessment of Mathematics

The Grade 9 EQAO Math assessment measures student achievement based on the curriculum expectations in the de-streamed grade 9 course.

Key Indicators: Grade 9 Mathematics

Assessment of Mathematics | 2023-24

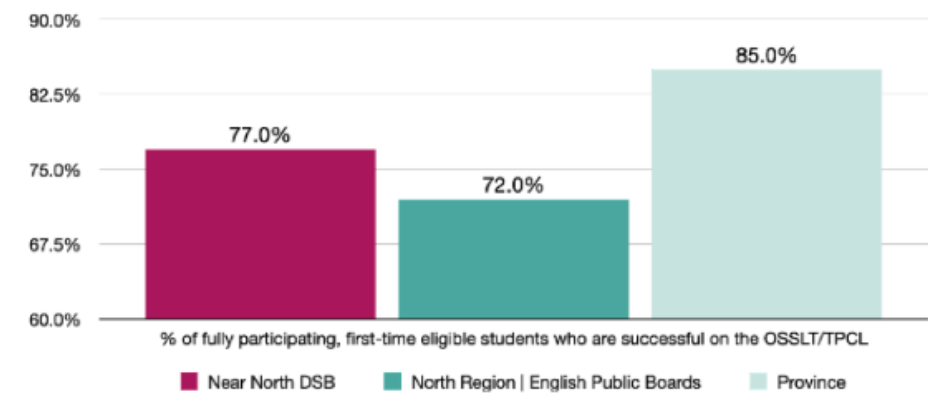


The Ontario Secondary School Literacy Test

The OSSLT measures reading and writing skills developed up to and including Grade 9. These skills are essential for student success and are a strong predictor of high school graduation within five years of starting Grade 9. All students are required to meet the secondary school literacy graduation requirement to earn an Ontario Secondary School Diploma (OSSD). NNDSB students sustained increased rates of success achieved during the 2022-23 assessment.

Key Indicators: Grade 10 Literacy

Ontario Secondary School Literacy Test (OSSLT) | 2023-24



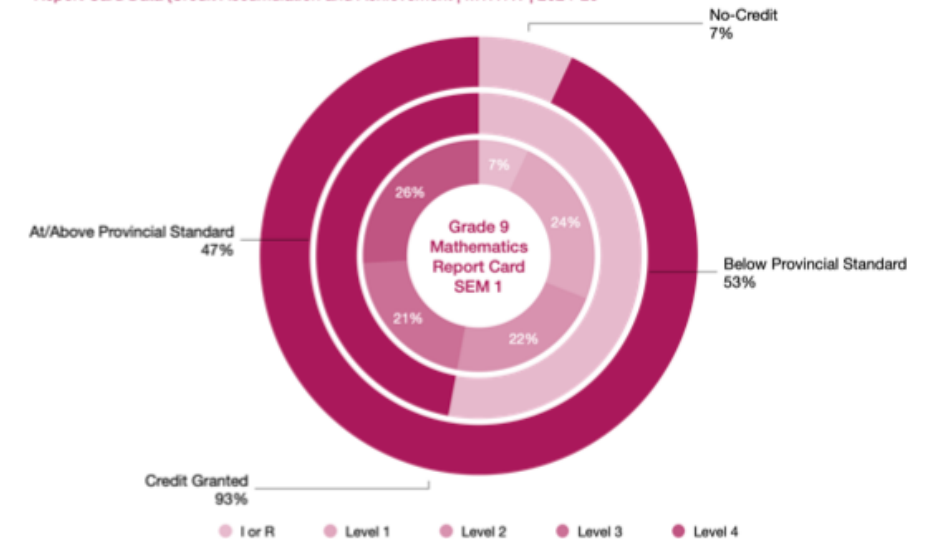
De-streamed Grade 9 Courses

As of September 2021, Grade 9 courses are offered in one stream. De-streaming Grade 9 is helping to create conditions for all students to be successful in the senior secondary program, and to pursue any post-secondary pathway they choose. NNDSB has utilized targeted ministry funding to support students with early supports to prepare students in Grades 7 and 8 to transition to de-streamed Grade 9 courses.

At the end of Semester 1, 93% of Grade 9 students (n=326) earned the De-streamed Math credit. A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher.

Additional Measures: Mathematics

Report Card Data (Credit Accumulation and Achievement | MTH1W | 2024-25

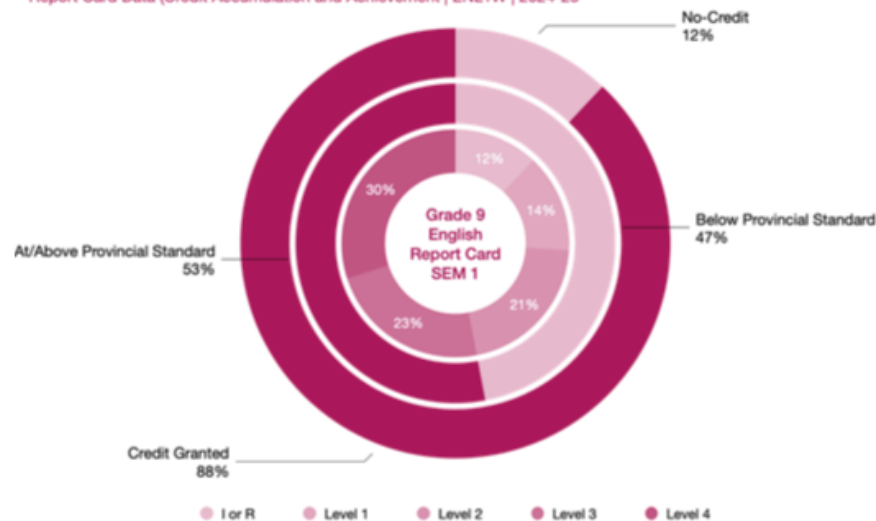


PRIORITY: Achievement of Learning Outcomes in Core Academic Skills

At the end of Semester 1, 88% of Grade 9 students (n=284) earned the De-streamed English credit. A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher.

Additional Measures: Literacy

Report Card Data (Credit Accumulation and Achievement | ENL1W | 2024-25)



Strategies to Improve Achievement of Learning Outcomes in Core Academic Skills:

Evidence-Based Approaches: Ensuring fidelity of curriculum implementation, including the intentional use of evidence-based systematic and explicit instructional and assessment strategies.

Developing Staff Capacity: Engaging in ongoing professional learning related to core literacy and mathematics content knowledge for teaching.

Knowing Our Learners: Knowing the learner, and ensuring instruction and interventions are relevant and responsive to students needs and identities.

Actions to Improve Literacy Learning and Achievement:

- Ongoing professional learning to promote evidence-based, explicit and systematic reading instruction.
- Implementation of evidence-based reading assessments (Acadience Reading K-8) to support early screening and progress monitoring.

- Strategic investments in evidence-based, systematic literacy classroom resources, distributed to all schools.
- 50% increase in Literacy Intervention staffing sustained during the 2024-25 school year to ensure timely and effective reading interventions.

The NNDSB has been acknowledged as a leader in the province regarding the implementation of evidence-based literacy practices.

Actions to Improve Math Learning and Achievement:

- District Math Leadership Team and NEW Math Achievement Action Plan (MAAP) launched in 2023-24. The plan focuses on 3 critical priority actions:
 - Ensuring fidelity of curriculum implementation
 - Engaging in ongoing learning on math content knowledge for teaching
 - Know the math learner and ensuring math task, interventions and supports are relevant and responsive
- 19 School-based Math Facilitators assigned to Ministry identified "priority" schools.
- Ongoing professional Learning to grow educators' content knowledge for teaching math and implementation of High Impact Instructional Practices (HIIP).
- Procurement and implementation of evidence informed, research-based, math resources that align with the 2020 math curriculum implementation (including digital math tools, MathUp, Knowledgehook, and DreamBox Learning).

Early Reading Screening Assessments

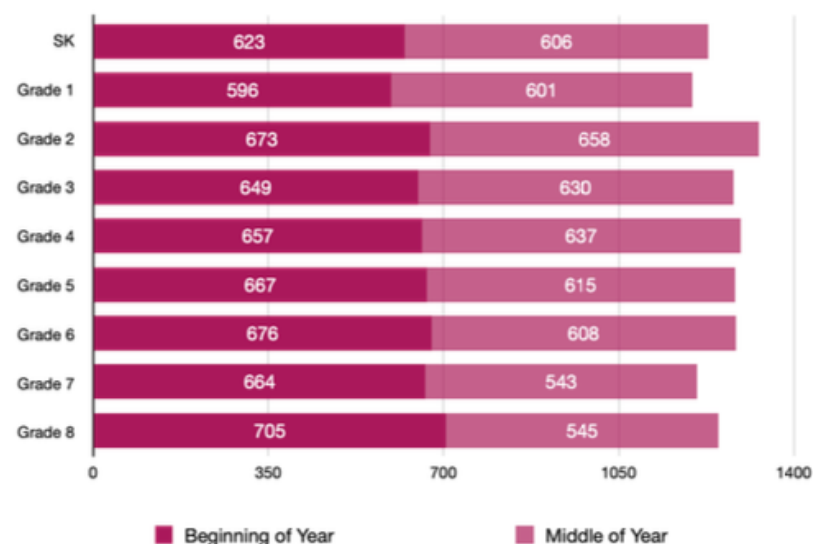
Near North District School Board has been working with educators in all elementary schools to implement the Acadience K-8 Reading assessment tools. Acadience Reading helps teachers identify students at risk for reading difficulties and determine the skills to target during instruction or intervention.

As of May 2025:

- 11 353 Acadience Reading assessments were completed between - (including both beginning-of-year and middle-of-year assessments).

Additional Measures: K-8 Literacy

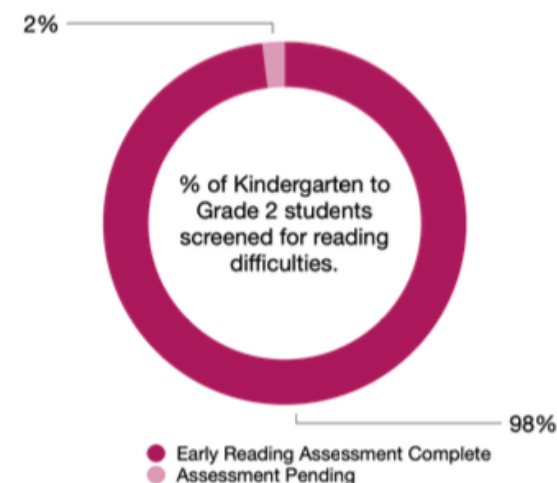
Acadience Reading Assessments | 2024-25



- 98% of all SK-Grade 2 students received literacy screening assessments to identify students who are at-risk of reading difficulty and inform responsive instruction or intervention.

Additional Measures: Early Literacy

Acadience Reading Assessments (SK-Grade 2) | 2024-25



PRIORITY: Student Engagement and Well-Being

Priority Goals:

- Improve students' participation in class time and learning.
- Improve student well-being.

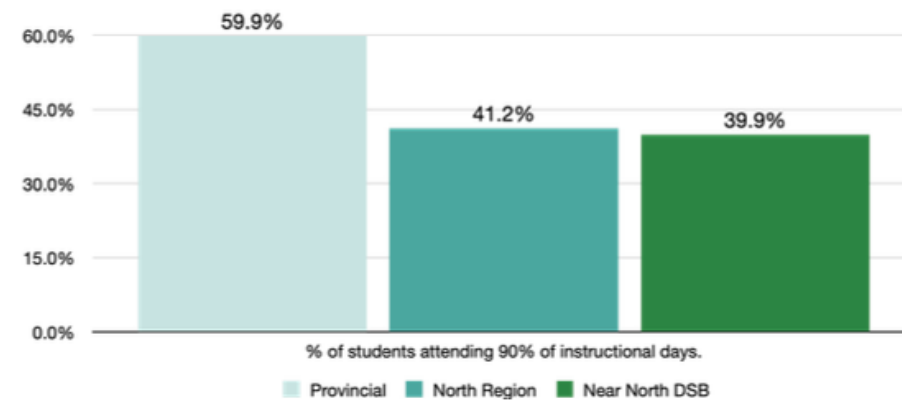
Key Ministry Indicators:

- % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent.
- % of students in Grades 4-12 who were suspended at least once suspended at least once.
- % of Grade 6, 9 and 10 students who report being aware of mental health supports and services to seek supports for mental health.

Regular and consistent attendance to school is one of the main predictors of student achievement and success. With the variety of supports in place at our schools, students who attend regularly, and complete their schoolwork, will be successful.

Key Indicators: Participation in Class Time

% of students attending 90% or more of instructional time.

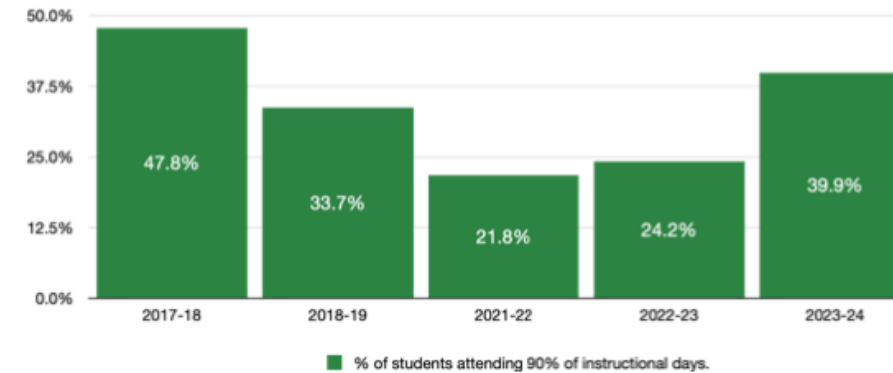


Due to extraordinary circumstances related to the COVID-19 pandemic, including temporary policy changes such as the introduction of temporary remote learning schools, attendance data collected during the 2019-20 and 2020-21 academic years are not reported in the tool.

From September 2022 to June 2024 the percentage of elementary students who were persistently absent (missing 10% of school or more), decreased by 15.7%.

Key Indicators: Participation in Class Time

% of students attending 90% or more of instructional time | 2018-2024



Near North District School Board is disproportionately impacted by inclement weather, as are all Northern Ontario boards. Although this is frustrating for students and families, we know that the transportation consortium carefully considers whether it is safe to transport students during periods of inclement or impending inclement weather. Absence from class does not always result in loss of learning as teachers often provide learning packages in advance or post work online to support independent study.

We want parents to know...

- Our welcoming school approach has proven to be quite effective. Ask your child if they are feeling welcome and safe and ensure your child is familiar with the school principal, vice-principal, other caring adults, and friends in the building.
- There are supports in your child's school that you can connect with as soon as an issue starts. Connecting earlier is better than when your child has missed a lot of school.
- Talk to your child to find out what is behind them not wanting to go to school. Anxiety can show up in a lot of ways and one of them can be not wanting to go to school.
- Ask questions about your child's worries about school. Although you know your child well, try not to assume you know the answers. Keep an open mind. Validate your child's concerns.

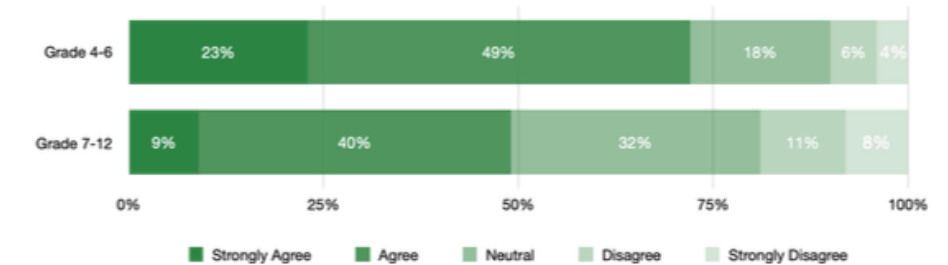
- If your child wants to leave school, during the day, try to have them connect with a caring adult in the school first to see if things can be worked out before your child goes home.
- Reach out to your school Principal and/or Guidance department for help if your child is reluctant to attend school. We understand and want to help.
- Talk to the school team about anything you are hearing might be difficult for your child at school. School staff are always ready to help problem solve.
- Discuss a mental health plan for your child with school staff and determine a safe place to go in the school if quiet time is required.

School Climate Survey

The **school climate survey** is a tool used by the Near North District School Board to assess the overall environment and culture within schools. It gathers feedback from students, teachers, staff, and parents to understand perceptions and experiences related to various aspects of school life. The School Climate Survey is completed once every two years. This tool has been used to monitor a student's "sense of belonging" at school.

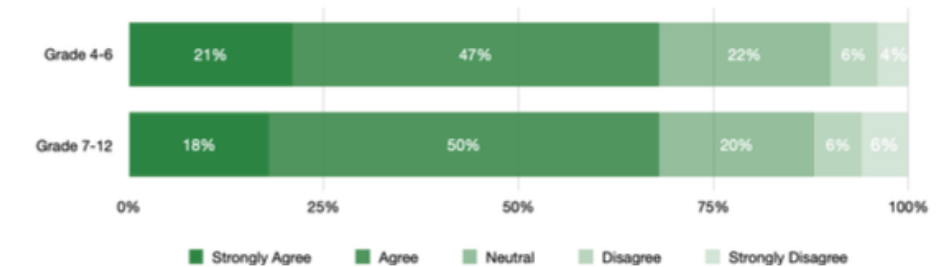
Additional Measures: School Climate

Students Responses: "I feel like I am part of the school community."



Additional Measures: School Climate

Students Responses: "I get along with other students at school."



PRIORITY: Preparation of Students for Future Success

Priority Goal:

- Improve students' graduation rates and preparedness for future success

Key Ministry Indicators:

- % of students graduating with an OSSD within five years of starting Grade 9
- % of students who earn 16 or more credits by the end of Grade 10
- % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
- % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
- % of students who believe their learning has 50% prepared them for the next step in their learning experience (i.e. next grade, post-secondary, etc.)

Five-Year Graduation Rate

A student is considered a five-year graduate if they receive an OSSD within five years of starting Grade 9.

Across the province of Ontario, 89.5 per cent of students who began grade 9 in the 2018-2019 academic year graduated within five years. The five-year graduation rate is calculated as the percentage of students who receive an OSSD within five years of starting Grade 9. Students who have transferred out of district or province, are not included in calculating the graduation rate.

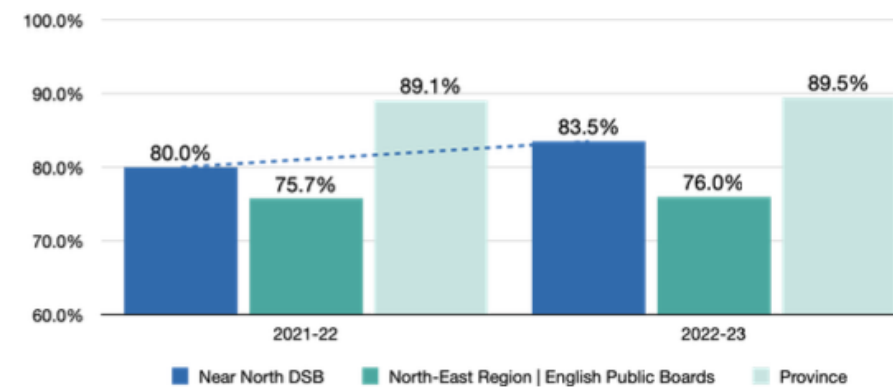
For students to earn an OSSD, they must:

- earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- meet the provincial secondary school literacy requirement
- earn at least two online learning credits, and
- complete 40 hours of community involvement activities.

This information shows the five-year graduation rate in the Near North District School Board, compared to other districts in the North-East region and the province of Ontario. From 2021-22 to 2022-23, the NNDSB observed a 3.5% increase in the 5-year graduation rate.

Key Indicators: Future Success

% of students graduating with an OSSD within five years of starting Grade 9



Near North District School Board has consistently achieved the highest percentage of OSSD graduates within 5 years in the North-Eastern Region. In 2022-23, the Near North District School Board once again had the highest percentage of students graduating with an OSSD within 5 years of all English public boards in the North-Eastern Region.

Credit Accumulation by the End of Grade 10

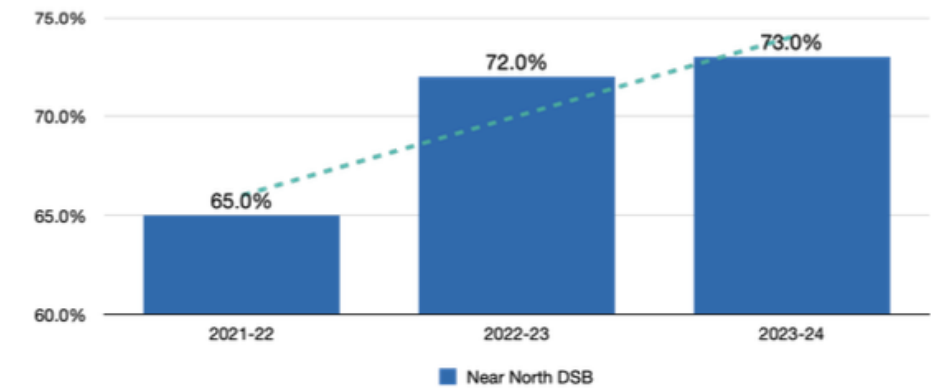
Credits are counted if they are part of the student's transcript at the end of June. Courses taken at summer school or concluding after June 30 are counted for the following year. Students learning English as a second language or with special needs are included.

Ontario students who have 16 or more credits at the end of Grade 10 are on track to graduate with their peers.

At the end of the 2023-24 school year, 73 per cent of Grade 10 NNDSB students had 16 or more credits. This represents a 1 per cent increase from 2022-23 and an 8 per cent increase over 2021-22.

Key Indicators: Future Success

% of students who earn 16 or more credits by the end of Grade 10

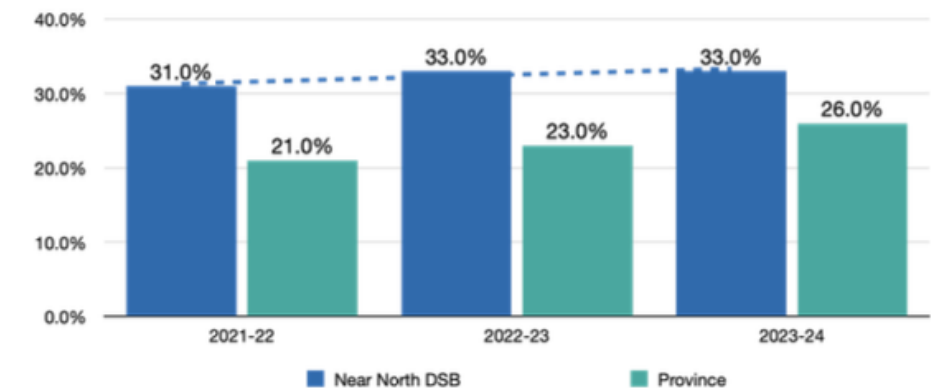


Student Success and Career Pathway Engagement

The Near North District School Board (NNDSB) proudly celebrates its outstanding achievement in fostering student engagement through career-focused learning opportunities. In 2023-24, 33% of NNDSB students participated in at least one job skills program—Specialist High Skills Major (SHSM), Dual Credits, or the Ontario Youth Apprenticeship Program (OYAP). This participation rate exceeds the provincial average by an impressive 7%, highlighting NNDSB's commitment to supporting diverse pathways and preparing students for success in both post-secondary education and the workforce.

Key Indicators: Future Success

% of students participating in at least one job skills program



Notably, the Specialist High Skills Major program continues to thrive within the board, with a high level of student enrolment across a range of sectors.



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

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

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

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

System supports include but are not limited to:

SIPSAWB/DIPSAWB/BIPSAWB



The school improvement plan for student achievement and well-being (SIPSAWB) and department improvement plan for student achievement and well-being (DIPSAWB) inform the board improvement plan for student achievement and well-being (BIPSAWB)

The MYSP 6-week cycle alignment plan provides structures for increased teacher involvement in SIP goals based on the needs of the learner.

SCHOOL EFFECTIVENESS



The School Effectiveness Framework (SEF) provides indicators which serve as objectives for effective classrooms.

In alignment with the MYSP 6-week cycle process, we observe for effective assessment and feedback practice and setting the conditions for excellence in a positive and culturally responsive learning environment.

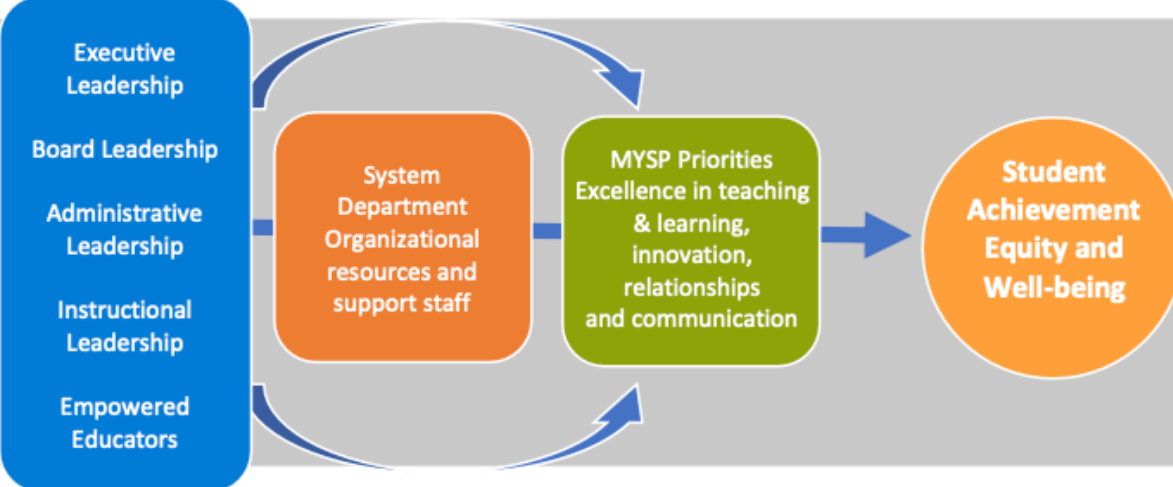
6-WEEK CYCLE PROCESS



The Multi Year Strategic Plan (MYSP) 6-week cycle process ensures consistency of practice across the system for all staff.

This calls for a focus on knowing the learner through the collection of varied data. It encourages responsive teacher practice grounded in assessment FOR, AS and OF learning, and timely intervention aligns to the SEF and the school and board vision.

- Knowing each learner through data from a variety of sources, met with a range of teaching strategies supports the diverse learning needs of all students.
- As responsive practice increases, collaboration about meeting student need and recognizing student strengths increases. The result is improved student achievement and well-being.
- Timely and effective feedback and the use of ongoing interventions eliminates the snowball effect of multiple late assignments and last minute interventions.
- Credit accumulation and level of student and educator achievement increases as ongoing interventions are established and explicit timely feedback are shared with students and parents or guardians.
- Productive learning environments are built through teacher efficacy, which decreases classroom management issues and establishes a culture of caring.
- The learning environment supports student safety and curiosity. An active classroom invites dialogue about big ideas and allow for practices that lead students to deep conceptual understanding.
- SEF visits and debrief reports, and celebration of best practice observed during SEF visits.
- BIPSAWB aligned to SIPSAWB, 6-week cycle which facilitates regular and ongoing communication and collaboration with the success of marker students at the heart.



The single greatest effect on student achievement is the effectiveness of the teacher. (Sanders 2000)

Leadership is second only to teaching in its impact on student outcomes. (OLF 2013)

Personalization, puts the student at the centre, providing assessment and instruction that are tailored to students' particular learning needs. Precision links assessment "For "and "As" learning to evidence-based instruction that responds to the learning needs of each student. Focused, ongoing, job-embedded professional learning supports the seamless weaving together of instruction and assessment. As a system, we strive for teacher collaboration and the collective belief that we can make a difference for our students by providing fulsome, rich, and mindful educational experiences that meet their diverse needs and lead them to maximum success as a lifelong learner.

The nucleus of the vision is student achievement, equity and well-being. We work to continually improve student achievement and to provide a culture of caring. The four pillars of the BIPSAWB, SIPSAWB, DIPSAWB are supported through the system structures which promote our growth toward collective efficacy.