

BOARD MEETING

Tuesday, November 18, 2025 | 6:30 pm

North Bay Boardroom

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

AGENDA

1.0 Call to Order

Land Acknowledgement

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

2.0 Request for Leaves of Absence

Motion:

In accordance with BL-102, be it resolved that Trustee(s) _____ be granted a leave of absence from the November 18, 2025 Board meeting, as confirmation of regrets was provided in advance of the meeting.

3.0 Attendance

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

4.0 Approval of the Agenda ✓

Motion:

That the agenda for the Board meeting of November 18, 2025 be approved.

5.0 Closed Session

Motion:

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

6.0 Approval of Previous Minutes ✓ ✓

Motion:

That the minutes of the regular Board meeting of October 14, 2025 be approved.

Motion:

That the minutes of the special board meeting of November 3, 2025 be approved.

7.0 Communication to the Board

7.1 Information Items

- 7.1.1 Monthly Tender Report – nil report
- 7.1.2 Adult Education AG (consultation) ✓
- 7.1.3 Exclusion of Students AG (consultation) ✓
- 7.1.4 Home Instruction AG (consultation) ✓
- 7.1.5 Director's Update ✓
- 7.1.6 Correspondence
Letter dated November 3, 2025 to Minister Calandra from NNDSB ✓

7.2 Chair's Remarks

7.3 OPSBA Report – Trustee Steer

7.4 Student Trustees' Update

- Indigenous Youth Circle Update ✓
- Student Trustee Report ✓

7.5 Community Involvement

Scheduled Delegations – n/a

8.0 Items for Decision

8.1 Motion:

That the following trustees be approved to attend the OPSBA Public Education Symposium in Toronto on January 23 and 24, 2026: _____.

8.2 Motion:

That the Board of Trustees approves changing the PA Day from Thursday, June 4, 2026, to Friday, June 5, 2026.

8.3 Motion:

That the Board appoint Narmada Subramanian to the Audit Committee as an external member to fill a three-year term effective immediately and ending on November 17, 2028, as recommended by the Audit Committee External Member Selection Committee.

8.4 Motion:

BE IT RESOLVED that the Board of Trustees of the NNDSB reinstate the Committee of the Whole Meetings to be held on the second Tuesday of each month from November 2025 to June 2026 and September to June thereafter.

That the Board of Trustees reinstate the Regular Board meetings during the fourth week of each month beginning November 2025 to June 2026 and September to June thereafter.

BE IT FURTHER RESOLVED that the Board of Trustees receive the By-Law amendments for consideration and endorse the modifications to update our By-Laws in sections BL 102, BL 104, and BL 107.

8.5 Motion:

That the Near North District School Board approve and endorse the Math Achievement Action Plan submission to the Ministry of Education (Initial Report dated November 14, 2025)

9.0 Committee Reports and Minutes

9.1 Audit Selection Committee 25-09-03 (unofficial) ✓

9.2 Governance Committee 25-11-06 ✓

9.3 SEAC 25-09-24 (unofficial) ✓

10.0 Next meeting Date: December 23, 2025

11.0 Adjournment

Motion:

That on November 18, 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 October 14, 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, Chair
Howard Wesley, Vice Chair®
Jay Aspin
John Arkwright
Bill Steer
Caren Gagne
Krista Messenger
Louise Sargent
Dev Bassi, 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
Gerri-Lyn Ciccirelli, Exec. Assistant to the Director
Maureen Egan, Office of the Director
Glenn Morrison, Manager of IT
Deb Bartlett, Communications
Liana Blaskievich, Officer Corporate Affairs

Regrets: S. Hall

Other:

Staff, media, community members

1.0 Call to Order

Chair St. Pierre called the meeting to order at 6:30 pm.

1.1 Land Acknowledgement

Vice-Chair Wesley read the Land Acknowledgement.

2.0 Request for Leave of Absence

Motion: 25-10-01, L. Sargent/J.Aspin

In accordance with BL-102, be it resolved that Trustee Shane Hall be granted a leave of absence from the October 14, 2025 Board meeting, as confirmation of regrets was provided in advance of the meeting. - CARRIED

3.0 Attendance

3.1 Confirmation of Quorum

Attendance indicated that 10 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: 25-10-02 C.Gagne/J.Aspin

That the agenda for the Board meeting of October 14, 2025, be approved as presented.
– CARRIED

5.0 Approval of Previous Minutes

Motion: 25-10-03, H.Wesley/K.Messenger

That the minutes of the regular Board meeting of September 9, 2025 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 Life Promotion, Suicide Prevention, Intervention AG
- 6.1.4 Elementary Class Size Compliant Report
- 6.1.5 Enrolment Report
- 6.1.6 Director's Update

6.2 Chair's Remarks

"Good evening and welcome. I hope everyone enjoyed a wonderful Thanksgiving weekend. As we meet this afternoon, I want to acknowledge the dedication and commitment each of you brings to our Board and to the students, families and communities we serve. Thank you for your continued leadership and service."

6.3 OPSBA Report – Trustee Steer

The Chair called upon Trustee Steer to inform the Board about information being presented at the OPSBA Northern Region Meeting on October 17-18, 2025. Some items include insufficient funding and proposed changes to governance structure.

6.4 Student Trustees' Update

Student Trustee Bassi and Indigenous Trustee Trudeau read their reports noting school activities and other events occurring in Near North schools. Events centered around the National Day of Truth and Reconciliation were also mentioned.

6.5 Community Involvement

Scheduled delegations – none to report

7.0 Items for Decision

7.1 Report from the Committee of the Whole Session – n/a

7.2 Motion: 2025-10-04- C.Gagne/J.Aspin

Whereas subsection 257.7(1) of the Education Act requires the Board to levy the tax rates prescribed under section 357.12 of the Act;

And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 357.12 of the Act;

Be it resolved that the NNDSB Board of Trustees enacts that the rates set out in Ontario Regulation 400/98 for 2026 are levied in localities within the area of jurisdiction of the Board on the property indicated in section 3.7.7 of the Act - CARRIED

7.3 Motion: 25-10-05- J.Aspin/J.Arkwright

That the Near North District School Board approves the trustee honoraria for 2025-2026 as presented, effective November 15, 2025

8.0 Committee Reports Minutes

8.1 Finance Committee 2025-06-17 (official)✓

8.2 Finance Committee Quarterly Report

8.3 SEAC 25-06-19 (official) ✓

8.4 Governance Update

9.0 Next meeting Date: November 11, 2025

10.0 Adjournment

Motion: 25-10-06, B.Steer/K.Messenger

That on October 14, 2025, we do now adjourn at 7:12 p.m.

Ashley St. Pierre
Chair

Craig Myles
Director

RESOLUTION SUMMARY

25-10-01 J.Aspin S.Hall	In accordance with BL-102, be it resolved that Trustee Shane Hall be granted a leave of absence from the October 14, 2025 Board meeting, as confirmation of regrets was provided in advance of the meeting. - CARRIED
25-10-02 C.Gagne J.Aspin	That the agenda for the Board meeting of October 14, 2025, be approved as presented. – CARRIED
25-10-03 H.Wesley K.Messenger	That the minutes of the regular Board meeting of September 9, 2025 be approved. – CARRIED
25-10-04 C.Gagne J.Aspin	Whereas subsection 257.7(1) of the Education Act requires the Board to levy the tax rates prescribed under section 357.12 of the Act - CARRIED
2025-10-05 J.Aspin J.Arkwright	That the Near North District School Board approves the trustee honoraria for 2025-2026 as presented, effective November 15, 2025
2025-10-06 B.Steer K.Messenger	That on October 14, 2025, we do now adjourn at 7:12 p.m



Ashley St. Pierre, Chair

Craig Myles, Director of Education

The November 3, 2025 **Special Board Meeting** of the Near North District School Board was held in person and virtually at the Head Office and via a Zoom video and/or teleconference.

Trustees Present:

Ashley St. Pierre, Chair
Howard Wesley, Vice Chair ®
John Arkwright
Jay Aspin
Caren Gagne®
Louise Sargent
Bill Steer
Shane Hall
Krista Messenger

Administrative Staff Present:

Craig Myles, Director of Education
Seija Van Haesendonck, Superintendent of Business
Timothy Graves, Superintendent
Melanie Gray, Superintendent ®
Kim Pauli, Superintendent ®
Gerri-Lyn Cicciarelli, Executive Assistant
Maureen Egan, Director's Office ®
Glenn Morrison, Manager IT

Regrets:

Gay Smylie, Superintendent
Student Trustee Bassi
Student Trustee Trudeau

Other:

Staff, media

1.0 Call to Order

Chair St. Pierre called the Committee of the Whole meeting to order at 4:30 p.m.

Land Acknowledgement

Vice-Chair Wesley read the declaration aloud

2.0 Request for Leaves of Absence – none noted

3.0 Attendance

3.1 Confirmation of Quorum

Chair St. Pierre confirmed that 9 trustees were present

3.2 Declaration of Conflict of Interest

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

4.0 Approval of Agenda ✓

Motion: 2025-11-01 B.Steer/H.Wesley

That the agenda for the Special Board meeting of November 3, 2025 be approved as amended. The amendment being the addition by Trustee Steer to draft a letter to the Minister of Education acknowledging the report. - CARRIED

5.0 Items for Discussion

5.1 Ministry of Education Letter to NNDSB dated October 30, 2025

5.2 Ministry of Education Final Report dated September 26, 2025

5.3 Ministry of Education Binding Directions

The Board acknowledged receipt of the Minister's letter dated October 30, 2025 and agreed to send a response affirming agreement with the binding directions outlined in the letter. It was noted that there are 15 binding directions to address and not 17 as previously mentioned. The letter to the Ministry will include a motion identifying three items to demonstrate consensus and action planning.

The Board decided that updates on the 15 recommendations would be a standing item on future Board agendas with discussion about scheduling additional meetings to meet Ministry deadlines, if necessary.

Suggestions for an ad-hoc committee from Director Myles to manage the process were discussed but met with concerns about time constraints and urgency leading to a preference for immediate action at board meetings going forward. In the absence of an ad-hoc committee, the Director suggested a daily Board meeting would be needed in order to discuss and move forward with the Ministry recommendations. He indicated he would free his schedule to do so.

A Committee of the Whole meeting was scheduled for November 11 to prepare motions and move forward with compliance efforts.

It was acknowledged that the Minister would be informed of the Board's progress through posted minutes on the NNDSB website.

Trustee Sargent raised a few concerns regarding the issue involving the Director's corporate credit card. Specifically, Trustee Sargent inquired whether the credit card would be handed in immediately. Additionally, Trustee Sargent questioned if the Director would be moving his office to the Board office on Airport Road, in line with the directions provided by the Ministry.

Motion: 2025-11-02 B.Steer/S.Hall

Whereas on this day, November 3, 2025, the Board acknowledges receipt of the letter dated October 30, 2025, from the Minister of Education, including the report entitled "Review of the Near north District School Board" and the Minister's binding directions

Be it resolved that the Board comply completely with the Minister's letter and the 15 binding directions within the timelines specified.

Be it further resolved that the Board submits three expedited progress reports to demonstrate implementation of these directions. Reports must be submitted within 5, 10 and 15 business days. Each report must include details on actions and steps

completed to date, the work that remains, and a forward-looking implementation plan for each direction. Each report must include any relevant supporting documentation that demonstrates progress to date - CARRIED

6.0 Adjournment

Motion: CW 25-11-03, C.Gagne/J/Arkwright

That on November 3, 2025 we do now adjourn at 5:46 pm. – CARRIED

BOARD REPORT

Title:	Revised Administrative Guideline: Adult Education
Contact:	Superintendent Gay Smylie
Date Submitted:	November 11, 2025
Background:	The Adult Education Administrative Guideline was last updated September 1, 2000. The purpose of adult education within Near North District School Board is to provide an avenue for learners over 18 years of age to acquire credits towards their Ontario Secondary School Diploma (OSSD). Once 30 credits are achieved, the OSSD can be issued.
Summary of Changes:	It was determined that the Adult Education Administrative Guideline should be updated to outline and emphasize the need for all learners to adhere to the Code of Conduct. The revised Guideline also now includes the provision that, should a learner contravene the Code of Conduct, they may be removed from the adult education register, as communicated to them via letter from the principal of the program. This change will protect staff from having to support learners who engage in threatening, intimidating or aggressive behaviour, thereby creating a safer work environment for our employees that aligns with the standards set out by the Ministry of Education and the Ontario Occupational Health and Safety Act.
Recommendation(s) :	That the Board of Trustees receive the draft version of the Adult Education Administrative Guideline as in information item, following which it will begin its 30 days of consultation on the public website.

Title: Adult Education

Effective Date: November 11, 2025

Responsibility: Superintendent of Program and Schools

1.0 Rationale

In keeping with the mission of the Near North District School Board and its commitment to educate learners to their fullest potential, the following parameters are set out for adults continuing education.

2.0 Overview

The Near North District School Board will continue to offer summer and night schools for credit courses, and where numbers warrant, these programs will be made available throughout the Board's jurisdiction.

3.0 Parameters

In keeping with the restricted funding made available for adult students, the following regulations shall govern the enrollment of adults in our secondary schools:

- I) Adults will be enrolled in Continuing Education Programs which will be taught by Continuing Education teachers.
- II) An effort will be made to offer Continuing Education programs throughout the Board's jurisdiction using existing school facilities.
- III) Where space exists in regular day school programs, Principals may enroll adult students if the enrollment of these students does not create requirements for additional staff or other costs.
- IV) Students under the age of 21 years who are currently enrolled in schools of the Near North District School Board, and who are progressing reasonably toward graduation, will be entitled to remain as regular students.
- V) The provision of programs to adult learners must occur at no cost to the Near North District School Board.
- VI) It is not the intention of the Near North District School Board to offer non-credit interest courses.

4.0 Removal from Program

Adult education students must adhere to NNDSB's Code of Conduct. Students who violate the Code of Conduct will be removed from the register, as communicated to them by the school principal via letter (electronic and mail). The principal will provide additional information in the letter about other educational opportunities, such as online options, outside of the Near North District School Board. Students who are removed from the register will no longer have access to Adult Education within the Near North District School Board.

DRAFT

BOARD REPORT

Title:	Revised Administrative Guideline: Exclusion of Students
Contact:	Superintendent Gay Smylie
Date Submitted:	November 11, 2025
Background:	The Exclusion of Students Administrative Guideline was last updated April 23, 2019. The Exclusion of Students must be completed in accordance with section 265(1) (m) of the Education Act, which states: <i>“It is the duty of a principal of a school, in addition to the principal’s duties as a teacher, subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal’s judgment to be detrimental to the physical or mental well-being of the pupils.”</i>
Summary of Changes:	It was determined that the Guideline should be updated to provide increased clarity around reporting attendance and reporting achievement for those students on exclusion. This will ensure consistent practices across the board. Additionally, Section 7: Meetings to plan for Student’s Return, has been extrapolated to provide greater details regarding various stakeholder’s roles and responsibilities.
Recommendation(s) :	That the Board of Trustees receive the draft version of the Exclusion of Students Administrative Guideline as in information item, following which it will begin its 30 days of consultation on the public website.

Title: Exclusion of Students

Effective Date: Nov 11, 2025

Responsibility: Superintendent of Safe Schools

1.0 Rationale

It is the goal of Near North District School Board, as mandated under the Education Act and by the Ministry of Education, that every school create and maintain a safe and caring environment for students in order to maximize their learning potential.

A pupil may exhibit behaviour that may have a negative impact on the physical and/or mental well-being of the pupil, other pupils or staff to the degree that a principal believes that the continued presence of the pupil is detrimental to others. This can include situations where students or staff are injured because of the behaviour of the pupil, or where the behaviour of the student is destructive, disruptive, and/or persistent to the extent that others become fearful or are otherwise emotionally impacted by the presence of the pupil.

On occasion, an exceptional pupil may exhibit behaviour that is the result of the pupil's disability or disabilities. On rare occasions, this behaviour may lead to situations where the physical and/or mental well-being of the pupil, others, or staff is negatively impacted to the degree that a principal believes that the continued presence of the exceptional pupil is detrimental to others. Every effort must be made to work with the exceptional pupil, his/her parents and community partners to manage/change the behaviour and to keep the student in school. However, a point may be reached when the principal believes that Board and/or school staff have tried, without consistent success, everything available to them to manage the behaviour, and that the continued presence of the student in the school is detrimental to the physical or mental well-being of others.

At this point, the principal may conclude that it is necessary to remove the exceptional pupil from the school in order to review the situation with the goal of "regrouping", which may include finding new strategies or obtaining additional assistance (either internal or external to the Board), with the goal of bringing the pupil back to school in a way which does not create a detriment to the physical or mental well-being of others. Consideration for return will occur when the principal has received evidence that the return of the student will not create a detriment to the physical or mental well-being of the student or others.

2.0 Circumstances in which an Exclusion can occur

Exclusion can occur only after consideration of the following criteria, it being recognized that every case is unique:

- a) The pupil's behaviour cannot be managed on a consistent or reliable basis using the strategies in place and the point has been reached where the principal believes that the continued presence of the pupil in the school would be detrimental to the physical or mental well-being of the pupil and/or others.

- b) The exceptional pupil's behaviour, which is the result of his/her disability/disabilities, cannot be managed on a consistent or reliable basis using the strategies in place with the result that the point has been reached where the principal believes that the continued presence of the pupil in the school would be detrimental to the physical or mental well-being of the pupil and/or others.
- c) Board/school staff agree that all steps reasonably available to the Board have been taken to attempt to manage the pupil's behaviour and that the behaviour is such that it is necessary to consult with the parents, community partners and/or medical/psychological experts in order to determine modified or new strategies to deal with the behaviour in order to permit the student to try to attend school successfully.
- d) The principal has met with the parent(s) to discuss the situation and explain why the principal has decided that exclusion is necessary. A letter of exclusion must be provided to the parent which sets out the rationale for the exclusion and which advises the parent of the right to appeal.

3.0 Notice of Exclusion

Notice of Exclusion Where the principal decides to exclude a pupil, the principal shall notify the superintendent of the school, then the Superintendent of Safe Schools. The principal will provide written notification to the pupil's parent/guardian, the adult pupil (or a pupil who is 16 or 17 and has withdrawn from parental control).

4.0 Access to Education

Where a pupil has been excluded, it is critical to remember that the pupil remains a pupil of the school and continues to be entitled to an education. Steps must be taken as quickly as possible for an alternative provision of education. This may include the hiring of a qualified teacher to provide grade-appropriate learning in core subjects such as math and English. Learning sessions can take place in-person or virtually, at a location determined by the parties involved, dependent on safety considerations. The number of times per week and minutes of each learning session will be determined by the principal, taking into account the student's best interests, safety of staff, what can be reasonably delivered given the environment and time allocated, and the availability of qualified teacher to provide the learning session. Reporting requirements for students on an exclusion will occur as usual.

5.0 Reporting Attendance:

Where a student is excluded, registrar records must reflect that the student remains a student at their school. School Principals must ensure that the "Enrolment Register Instructions for Elementary and Secondary Schools" are followed. Students on exclusions should be coded with 256M (exclusion) for daily attendance.

6.0 Reporting Achievement:

Reporting requirements for students on exclusion will occur as usual, as much as possible. Depending on the length of the exclusion, the student's report card may include core subjects only, such as those taught during the learning sessions. It is the responsibility of the learning sessions teacher and the classroom teacher to work collaboratively to share student assessments, program resources, achievement levels, etc. to complete any formal reports or assessments.

7.0 Meetings to Plan for Student's Return:

The principal will work with staff to ensure that meetings with the parents and appropriate third parties are held as soon as possible in order to

- i) determine what information is unknown or required to create an individualized plan;
- ii) determine what skills the student needs to enact the individualized plan, which may include referrals to third party community agencies and/or medical practitioners;
- iii) determine what resources parents need to support the individualized plan; and
- iv) determine what training the staff need to support the student in enacting the individualized plan.

In most cases, the individualized plan will include a gradual return to the learning environment, a gradual addition of learning tasks/expectations and a gradual release of staff support with the ultimate goal being safe participation in school with the minimum amount of adult-intervention and academic modification.

8.0 Exclusion Prevention:

At the discretion of the NNDSB's Safe Schools Team, some students may qualify for learning sessions hosted by a qualified teacher in or outside of school hours. The goal of these learning sessions is to provide the student with the skills needed to be safe at school while also working on core academic subjects. These learning sessions would be time-limited and planned in collaboration with the parent with the goal being greater student success visible during regular classroom hours. Prior to commencing, an individualized plan should be created and articulate the goal of the learning sessions, the frequency of which the sessions will be held, a future date in which the plan will be reviewed, and the commitment of all parties to support the student's safe engagement at school including accessing recommended third-party organizations, community supports and/or medical practitioners.

9.0 Exclusion Appeal Process

Step 1: Notice of Appeal

A person who is entitled to appeal an exclusion (a parent, an adult pupil, or a 16 or 17-yearold pupil who has withdrawn from parental control) must give written notice of his or her intention to appeal to the Superintendent of Safe Schools within 10 school days of the commencement of the exclusion. An appeal of an exclusion does not stay the exclusion.

The Superintendent of Safe Schools will confirm receipt of this notice. The notice must identify:

1. The reason for appealing the exclusion;
2. The remedy sought; and
3. The names and relationships of all persons to be present at the appeal.

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

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

Step 2: Meeting with the Principal

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

Step 3: Superintendent Review

The Superintendent of Education responsible for the school will review the exclusion. If an agreement is not reached through the Superintendent's Review, the person who is entitled to appeal, and the Superintendent of Education responsible for the school will notify the Superintendent of Safe Schools. The appeal will then be heard by the Board of Trustees.

Step 4: Appeal to the Board

The Superintendent of Safe Schools will facilitate and arrange for the Board of Trustees to hear the appeal and contact the person who is entitled to appeal. An information package shall be provided to the appellant and will be outlined in the Notice of Exclusion Appeal. The Board of Trustees shall hear and determine the appeal within 15 school days of receiving the notice of appeal, unless the parties agree on a later deadline.

Parties to the appeal are:

- i) Principal of the school who excluded the pupil;
- ii) Superintendent of Education responsible for the school in which the pupil is registered;
- iii) Pupil, if 18 years old (or if 16 or 17 years old and has withdrawn from parental control);
- iv) Pupil's parent(s)/guardian, if the parent(s)/guardian appealed the exclusion.

Hearing Procedures:

1. The appellant and/ or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the desired outcome;
2. The Superintendent of Education responsible for the school the pupil attends and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The superintendent/principal may rely on the report prepared for the Board of Trustees;
3. The appellant may make further submissions addressing any issues raised in the administration's presentation that were not previously addressed by the appellant;
4. The Board of Trustees may ask any party, or the students, where appropriate, questions of clarification;
5. Adult pupil's or a pupil's parent/guardian(s) may be represented by legal counsel or attend with an advocate/agent or the support of a community member;

6. Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent;
7. A pupil who is not a party to the appeal has the right to be present at the appeal and to make a statement on his or her own behalf.

The Board of Trustees shall take into account the submissions and views of all parties. The Board of Trustees may, in its decision:

- i) Uphold the principal's decision; or
- ii) Return the pupil to school.

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

DRAFT

BOARD REPORT

Title:	Revised Administrative Guideline: Home Instruction
Contact:	Superintendent Gay Smylie
Date Submitted:	November 11, 2025
Background:	The Home Instruction Administrative Guideline was last updated November 26, 2019. As per the Elementary and Secondary Enrolment Register Instructions, only students with medical needs including mental health needs, as confirmed by a medical practitioner, qualify to receive home instruction.
Summary of Changes:	It was determined that the Administrative Guideline should be updated to provide increased clarity around reporting attendance and reporting achievement for those students receiving home instruction. This will ensure consistent practices across the district and ensure that the pupil's attendance is accurately captured, as per register instructions.
Recommendation(s):	That the Board of Trustees receive the draft version of the Home Instruction Administrative Guideline as in information item, following which it will begin its 30 days of consultation on the public website.

Title: Home Instruction

Effective Date: Nov 11, 2025

Responsibility: Superintendent of Schools and Program

1.0 Rationale

Home instruction is provided by the Near North District School board when a student has to be absent from school because of illness or injury due to medical reasons.

2.0 Purpose

Home instruction allows students who are at home due to illness, including illness related to mental health, or injury, to continue accessing education. Typically, the board will provide 3-5 hours per week. The amount of home instruction to be provided will be based on the student's best interests, what content can be reasonably delivered through home instruction and the availability of qualified teachers to provide the home instructions. Home instruction could take place at a location determined by the parties involved and can occur either in-person or electronically.

3.0 Required Documentation

A medical statement from the student's physician, registered psychologist, or other health care practitioner (including a social worker) is provided to the school principal indicating that the student will be absent for an extended period of time. The medical statement should include why the student is absent (due to illness or injury) and indicate that the student is well enough to benefit from home instruction.

Once received, the school principal will verify the medical statement to ensure it contains the required information. Following that, the principal will complete the application for home instruction and send it to the Coordinator of Special Education for their region.

Following approval by the appropriate Superintendent, the Coordinator and Principal will work together to obtain a qualified teacher and communicate with the student and family.

Should the home instruction period continue beyond 8 weeks, the principal may request an updated medical statement from the student's health care practitioner.

4.0 Reporting Attendance

Where a student is receiving home instruction, registrar records must reflect that the student remains a student at their school. School Principals must ensure that the "Enrolment Register Instructions for Elementary and Secondary Schools" are followed. Students receiving home instruction should be coded with HI (home instruction) for daily attendance.

5.0 Reporting Achievement

Reporting requirements for students on home instruction will occur as usual, as much as possible. It is the responsibility of the home instruction teacher and the in-school teacher to work collaboratively to share student assessments, program resources, achievement levels, etc. to complete any formal reports or assessments, such as report cards or EQAO, as the student's condition allows.

BOARD REPORT

Title:	NNDSB Math Achievement Action Plan 2025-26
Contact:	Assistant Superintendent/Math Lead: Kim Pauli
Date Submitted:	November 11, 2025
Mandate:	Excellence in Teaching and Learning: More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
Background	<p>Beginning in September 2023, all publicly funded school boards were required to adopt provincial student achievement priorities and metrics to help students improve EQAO scores in reading, writing and math.</p> <p>To further support students facing challenges with Math, Ontario launched the Math Action Achievement Plan, a strategy to boost math competence in the classroom and improve board accountability. This includes:</p> <ul style="list-style-type: none"> • One lead per school board will be funded with the focus of helping improve math outcomes for students. These leads will be responsible for curriculum implementation and standardized training and will lead board-wide actions to meet targets. • Across the province, more than 300 math coaches will provide direct support in classrooms. • New Math Action Teams will work directly with school boards to identify and recommend targeted strategies to improve student achievement. <p>The Ministry has provided a number of board, school, and classroom priorities which are based on three interwoven math actions that have been developed with researchers, math specialists, and school boards. These key priority actions are:</p> <ul style="list-style-type: none"> • Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement • Engaging in ongoing learning to strengthen mathematics content knowledge for teaching • Knowing the Mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive. <p>Board Math Leads were required to determine specific board and school priorities and then develop, implement, and monitor a Math Achievement Action Plan that includes meaningful key performance indicators (KPIs) aligned with the three priority actions above. School boards are required to complete and submit their Math Achievement Action Plan to the Ministry three times a year:</p>

- November 14, 2025: Initial Strategies and KPI report
- March 27, 2026: Progress report incorporating data from Term 1 and Semester 1
- July 17, 2026: Final Report incorporating data from Term 2 and Semester 2

School boards are requested to share the plan for endorsement by the Director and trustees of the board prior to submitting it to the Ministry.

This Board Report serves as a summary of the NNDSB Math Achievement Action Plan (Initial Report) for review and endorsement. Attached is a chart that references the three priority actions in the top row, along with the specific areas of need that have been identified across our district. In each column below, specific actions have been selected from those provided by the Ministry that will best support these needs at the Board, School, and Classroom levels. Below each action, key performance indicators (KPIs) are listed that will be the data to support and monitor our Math Achievement Action Plan work for the next two reporting dates.

For the 2025-26 school year, assessment data will continue to play a pivotal role in ensuring that interventions and planning in Mathematics are both relevant and responsive to student needs. Baseline assessments in classrooms allow educators to pinpoint specific gaps in student understanding, forming the foundation for targeted support. Resources such as Leaps and Bounds, Knowledgehook, and Dreambox provide educators with tools to deliver precise, differentiated instruction. Additionally, Short Cycles of Learning empower educators to use pre-assessments and data analysis to inform small group instruction, making learning more personalized and effective. Evidence of student achievement—reflected in our Knowledgehook dashboard and MAAP 6-week cycle assessment data—demonstrates the success of these strategies. The work in this area will continue for the 2025-26 school year with more precise data analysis and school-based actions.

The analysis of disproportionality indices in our board's Student Achievement Plan has directly informed the development of our Math Achievement Action Plan (MAAP), ensuring that equity remains central to our instructional strategies. Targeted actions within our MAAP, including professional learning focused on Universal Design for Learning (UDL) and the implementation of gap-closing supports and interventions will ensure that students who are experiencing barriers to their learning receive appropriate supports. The NNDSB Numeracy Intervention program, which is already highly impactful at the Grade 3 level, will expand to include Grade 6 students during the 2025-26 school year.

This action plan will be updated again in March, with a submission to the Ministry with data from Term 1/Semester 1. At that time, the updated report will once again be shared with the Board of Trustees and the Director for approval and endorsement.

Recommendation	That the Near North District School Board approve and endorse the Math Achievement Action Plan submission to the Ministry of Education (Initial Report dated November 14, 2025)
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NND SB Math Achievement Action Plan: Summary of the Initial Report to the Ministry of Education (November 2025)

	Priority Action 1: Ensuring fidelity of curriculum implementation	Priority Action 2: Engaging in ongoing learning on math content knowledge for teaching	Priority Action 3: Know the math learner and ensuring math task, interventions and supports are relevant and responsive
Board Strategy of Focus for each Math Achievement Action Plan (MAAP) Priority	Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)	Utilize student achievement data and student work to establish focus areas for mathematics professional learning	Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally administered assessment tools/tasks
Targeted areas of Student Needs for priority schools.	<p>-Number Concept Skill Development for Students:</p> <p>Grade 3: Skip Counting, Representing Whole Numbers, Estimating and Comparing Whole Numbers</p> <p>Grade 6: Representing Whole Numbers, Integers, Representing Decimal Numbers, Rates and Ratios</p>	<p>-Use of digital tools to independently respond to math problems and communicate accurate responses.</p> <p>-Focus on concepts that align with the NND SB Math Long Range Plans with a focus on previously targeted concepts from 2024-25 (e.g. Fractions, Algebra)</p> <p>-Productive struggle: Supporting students to work through challenging problems without immediate answers helps them build expertise</p> <p>-Regular Discourse: opportunities for students to discuss and explain their thinking deepens their understanding.</p>	<p>-Fact Fluency skills</p> <p>-Resiliency and perseverance when problem solving</p> <p>-Use of tools and representations to solve math problems</p> <p>-Strategies for communicating math thinking and reasoning</p> <p>-Logical reasoning: How numbers relate to each other and the ability to think logically and analytically (built through number strings and number talks)</p>
Key Performance Indicator for Measurable Results	Percentage of growth on Questions 1-4 (Gr 3) and 1-5 (Gr 6) on MAAP	Percentage of students demonstrating observable progress as measured by ongoing assessments in	Percentage of students assessed at a Level 3 or 4 on number concepts as measured through

	<p>assessments per reporting period.</p> <p>-Every 6 weeks priority classrooms conduct a board-created assessment on Knowledgehook and data is collected, analyzed, and next steps shared with Math Facilitators to action. For Cycle 3 (By January 30th) we will have a comparison of Cycle 1, 2, and 3 data to determine percentage of growth.</p>	<p>skills/concepts including areas that have been the focus of learning for educators.</p>	<p>Knowledgehook MAAP assessments.</p>
<p>Board-Wide Improvement Efforts in Mathematics (from Ministry “All Schools” Report, Section C)</p>	<p>Number Sense has been identified as a key area of focus in our district-wide efforts to strengthen mathematical content knowledge for teaching. While student data reveals a range of learning needs, it consistently highlights foundational gaps in Number Sense across all grade levels. Addressing this area is essential to support students’ progression along the math learning continuum. Key components such as composing and decomposing numbers, mental math, and the ability to perform calculations flexibly using a variety of strategies have been prioritized.</p>	<p>To ensure consistent implementation of the curriculum and the use of High Impact Instructional Practices (HIIPs), our Board has developed and continuously refined comprehensive Scope and Sequence and Long-Range Planning documents for Grades 1–8. These documents are foundational tools that provide clear guidance and structure for educators, with board-endorsed resources and supports embedded directly into the Long-Range Plans. These supports include suggested timelines that align with our six-week monitoring cycles, ensuring coherence between planning and assessment.</p>	<p>Assessment data has played a pivotal role in driving instructional change across our district, ensuring that interventions and planning are both relevant and responsive to student needs. Baseline assessments allow educators to pinpoint specific gaps in student understanding, forming the foundation for targeted support. Key resources provide educators with tools to deliver precise, differentiated instruction. Regular “Short Cycles of Learning” allow educators to use pre-assessments and data analysis to inform small group instruction, making instruction more personalized and intentional.</p>

Title:	Director's Update
Contact:	Craig Myles, Director of Education
Date Submitted:	Nov 18, 2025, Board Meeting
Welcome	<p>At this November 18, 2025, board meeting, I would like to take a moment to recognize the extraordinary work that has been accomplished by all staff since the start of the school year. NNDSB educators, support staff, administrators and partners have contributed meaningfully to fostering a learning environment that prioritizes the well-being and achievement of students.</p> <p>I would like to express my appreciation to the Board of Trustees for your support as we navigate both familiar and new challenges. I am grateful to the dedication expressed by newly appointed Trustees to bringing this board back to the central focus of student achievement and wellbeing. We should remain committed to advancing our MYSP vision for equitable and inclusive education, student well-being and futures full of promise.</p>
Excellence in relationships and Teaching and Learning	<p><u>Mathematics</u></p> <p><u>NNDSB</u> School-based Math facilitators, central Math team, and Principals led elementary educators through a one-hour Math session on the October 20th PA Day. The focus was on planning short-cycles of learning, in which educators do a pre-assessment on a math concept, analyze the data, and then plan interventions or gap-closing measures to address the student learning needs they observe. Following the PD session, 70% of elementary educators reported that they have already engaged in one short cycle of learning in Math this year. 94% of those educators reported that using Knowledgehook or DreamBox Learning resources to implement a short cycle of learning allowed them to better understand student starting points and plan responsively for their Math lessons. The exit survey from educators provided the central team with some next steps to plan further professional learning opportunities around short cycles of learning, which we know are a key strategy to closing learning gaps for students.</p> <p><u>Literacy</u></p> <p>Over the past month, the Literacy Team has led impactful system-wide work across both elementary and secondary panels. During the September 26th and October 20th Professional Development Days, the team partnered with school administrators to facilitate collaborative data analysis, identify students struggling with reading, and review school-based literacy</p>

	<p>intervention models. This work sparked strong educator engagement and led to a surge in follow-up requests for support and resources. Building on this momentum, School-based Literacy Facilitators have begun guiding staff learning around SRSD for Writing, a structured approach focused on three key goals:</p> <ol style="list-style-type: none"> 1. <i>To assist students in mastering the higher-level cognitive processes involved in the planning, production, revising and editing of written language.</i> 2. <i>To help students further develop the ability to monitor and manage their own writing</i> 3. <i>To aid students in the development of positive attitudes and beliefs about writing and about themselves as writers.</i> <p>Simultaneously, Literacy Team members continue to support FDK teams in implementing structured literacy practices aligned with the new language curriculum.</p> <p>The impact of literacy work across our system is evident in the following data: 94.54% of eligible elementary students completed Acadience screening assessments, with 5,802 assessments conducted in the month of September. Notably, the number of K–6 students achieving at or above Beginning-of-Year Benchmark in their Acadience screening rose by 4.5%, representing roughly 200 students who are no longer below Benchmark or At-Risk. In Grades 7–8, benchmark scores have stabilized, and individual measure scores have improved, with a record 1,368 assessments completed to date.</p>
<p>Excellence in relationships</p>	<p><u>Trunk or Treat in Sundridge</u> Sundridge Centennial Public School once again opened its doors and its parking lot on Halloween night to provide a warm space for trick or treaters and a gathering place for residents of the town and the surrounding rural community. In a media release, SCPS Principal Jill Cooper stated the value of community relationships, “Trunk or Treat provides an opportunity to connect all community members, making a safe and enjoyable evening for all.” Identifying a need for a warming station and washroom in the small town, the school found a solution. Principal Cooper told the media, “The school should act as the critical part of the community. When identifying needs that best support our community and our students, we should act to create a reasonable solution”.</p> <p><u>Almaguin Students’ Anti Vaping Efforts</u> Thanks to many community partners, including the North Bay Parry Sound District Health Unit, students at Almaguin Secondary School were given a</p>

	<p>green light to design and build an “Anti Vaping Gazebo” The gazebo is meant to act as the gathering point for lunchtime activities.</p> <p>The North Bay Parry Sound District Health Unit has been a vital partner in our efforts to address vaping in schools. From the initial installation of vape detectors, they have supported NNDSB schools by providing educational resources for students and parents, attending school events and parent-teacher nights to raise awareness about addiction and the health impacts of vaping. In Almaguin’s second year, the Health Unit continued their support in piloting the Zeptive app, an initiative aimed at helping students who want to quit vaping. Staff have seen a noticeable decline in the number of students leaving school property to vape compared to previous years.</p> <p><u>Whitewoods Students Far Exceed Charitable Goal</u> 2025 marks the 24th year Whitewoods Public school in Sturgeon Falls has participated in the Terry Fox Run. This year students set out to raise \$4,500 to mark the 45th year of the run. Students exceeded that goal, raising just over \$12,000.</p> <p>Each year the school has various incentives to help motivate the students in their fundraising goals. For example, if they raised \$2,000, the school’s vice-principal would dress up as a turkey before Thanksgiving, and if \$3,000 was raised, the principal would grant the entire student body extra recess time—a highly coveted reward for the kids. You can read more about this incredible School wide effort involving staff and students here.</p> <p>Congratulations to the Whitewoods students and thank you to the staff for their dedication to these efforts. You are incredible role models to your students.</p>
<p>Events Update</p>	<p>Special Recognition Days</p> <p>This Month NNDSB is pleased to acknowledge special recognition days for their educational value and connection to the Board’s mission, vision, and strategic plan. The following are a few examples noted this month, in addition to those shared as part of other NNDSB communications.</p> <p>Days of Special Recognition include but are not limited to:</p> <p>Veteran’s Week – November 5-11 Indigenous Veteran’s Day – November 8 Remembrance Day – November 11 World Kindness Day – November 13 Noah Strong Jersey Day – November 13</p>

	<p>Bullying Awareness and Prevention Week – November 17-21 National Child Day – November 20 Transgender Day of Remembrance – November 20 Canada History Week – November 17-21</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 there is one AG open for comments and feedback: Life Promotion, Suicide Prevention, Intervention and Postvention. 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>

Head Office

P.O. Box 3110
963 Airport Road.
North Bay, ON
P1B 8H1
Fax: 705.472.9927

Main switchboard
for all offices:
705.472.8170

Toll free:
1.800.278.4922

Web site:
www.nearnorthschools.ca

November 4, 2025

DELIVERED VIA EMAIL

The Honourable Paul Calandra
Minister of Education
315 Front Street West, 14th Floor
Toronto, ON
M7A 0B8

Dear Minister Calandra:

The Near North District School Board (NNDSB) acknowledges receipt of the comprehensive review conducted by Rachel Osborne.

We have contacted the Ontario Public School Boards Association (OPSBA) for support regarding recommendations 1, 2, and 3.

The Board of Trustees will promptly begin work on all fifteen recommendations outlined in the report and will update your office within the next week. A Committee of the Whole meeting is scheduled for November 11, 2025, to further discuss these directives.

In support of the above, the motion below was passed:

Whereas on this day, November 3, 2025, the board acknowledges receipt of the letter dated October 30, 2025 from the Minister of Education, including the report entitled "Review of the Near North District School Board" and the Minister's binding directions

Be it resolved that the board comply completely with the Minister's letter and the fifteen binding directions within the timelines specified

Be it further resolved that the board submits three expedited progress reports to demonstrate implementation of these directions. Reports must be submitted within 5, 10 and 15 business days. Each report must include details on actions and steps completed to date, the work that remains and a forward-looking implementation plan for each direction. Each report must include any relevant supporting documentation that demonstrates progress to date

Yours sincerely,



Ashley St. Pierre
Chair, Near North District School Board

c.c. NNDSB School Board Trustees

Title:	Audit Committee External Member Vacancy – Recruitment Update
Submitted by:	Audit Committee External Member Selection Committee
Date Submitted:	November 18, 2025
Background	<p>In accordance with Ontario Regulation 361/10, which governs the composition and governance of school boards' audit committees, Judy Kleinhuis' most recent three year term has concluded.</p> <p>As per O. Reg. 361/10, the Selection Committee was convened to recruit to fill the vacancy. Selection Committee members included Board of Trustees Chair St. Pierre, Director of Education Myles, and SBO Van Haesendonck.</p>
Recruitment Process	<p>As per the regulation, when a vacancy arises on the Audit Committee, the position must be publicly advertised to ensure transparency and allow for qualified external candidates to apply.</p> <p>To initiate the process of filling the vacant position, a formal recruitment posting was developed in alignment with the Board's commitment to transparency and community engagement. The posting was prominently displayed on the Board's official website and strategically disseminated across multiple social media platforms to maximize visibility and reach a broad audience of potential candidates.</p> <p>The recruitment campaign was conducted over a 30 day period, commencing on July 15, 2025 and concluding on August 15, 2025. Throughout this timeframe, the posting was actively managed, refreshed and reposted at regular intervals to ensure continued prominence and engagement. In addition to digital outreach, personalized communications were sent directly to local community partners and stakeholders to further amplify awareness and encourage qualified individuals to apply.</p> <p>Interested candidates were instructed to submit a current resume along with a letter of interest outlining their qualifications and motivation for applying. All application materials were directed to the attention of the Executive Assistant to the Superintendent of Business, who oversaw the administrative coordination of the recruitment process.</p>
Outcome	By the close of the recruitment period on August 15, 2025, two applications had been received in response to the public posting. An initial review was undertaken to ensure compliance with the eligibility criteria outlined in Ontario Regulation 361/10 and the Board's audit committee requirements. Following this review, it was determined that

	only one of the two applicants met all of the required qualifications and criteria.
Outcome	The Selection Committee met on October 3, 2025, to review the application. The candidate was identified as qualified for appointment to the Audit Committee, and a recommendation was formed to support the nomination of Narmada Subramanian as the successful candidate to fill the external member vacancy on the Board's Audit Committee.
Recommendation	That the Board of Trustees appoints Narmada Subramanian to the Audit Committee as an External Member to fill a three-year term effective immediately and ending on November 17, 2028, as recommended by the Audit Committee External Member Selection Committee.



P.O. Box 3110, 963 Airport Road
North Bay, ON P1B 8H1
705.472.8170, Fax: 705.472.9927

Ashley St. Pierre, Chair

Craig Myles, Director of Education

**Audit Committee – External Member
Selection Committee Meeting**

Friday, October 3, 2025, 10:00am

In-person at North Bay Board Office with Zoom Meeting component

Committee Members Present

Ashley St. Pierre, Chair of Board of Trustees ®

Craig Myles, Director of Education

Seija Van Haesendonck, Superintendent of Business (Committee Chair)

Staff Present

Stephanie Courchesne, Executive Assistant

1. Call to Order

The meeting was called to order at 10:01am. Attendance was noted and quorum was confirmed.

2. Document Review – SBO Van Haesendonck

2.1. Review of Vacancy Posting

The recruitment posting was reviewed, and it was noted the posting was consistent with previous postings and set out the eligibility requirements for external members. It was clarified that applicants may have children currently enrolled in schools within the Board, but must not be an employee or officer of the Near North District School Board; and must not have a spouse, parent, or child employed by the Board.

2.2 Review of the Recruitment Report

The recruitment report summarized the process undertaken to fill the vacancy created by the conclusion of Ms. Judy Kleinhuis' most recent three-year term as an external member of the Audit Committee. In accordance with regulation, Ms. Kleinhuis is permitted to continue

serving in the role until a new appointment was made, ensuring no interruption in the committee's work.

2.3 Candidate Application Information

Through the recruitment process, two applications were received, although one applicant did not meet the posting requirements. Following the committee's review of the application received from Narmada Subramanian, the applicant was found to meet all eligibility requirements. Members of the Selection Committee expressed confidence that the applicant's qualifications were well aligned with the responsibilities of the Audit Committee.

3. Recommendation

The Selection Committee discussed and approved the following motion:

Motion: *Moved by Trustee St. Pierre, and seconded by Director Myles, that the Selection Committee recommends to the Board of Trustees the approval of the appointment of Narmada Subramanian as an external Audit Committee Member for a three (3) year term effective October 14, 2025. – CARRIED.*

4. Next Steps

The Selection Committee will prepare a formal report to the Board of Trustees that will include the committee's recommendation along with minutes from the October 3 meeting. If the applicant's appointment is approved by the Board, a formal letter of appointment will be issued to Narmada Subramanian.

In addition, the committee confirmed the importance of acknowledging Ms. Judy Kleinhuis's long-standing service. A formal thank-you letter will be prepared to recognize her decade of contributions to the Audit Committee. This letter will be issued by the Chair of the Board if the new appointment is confirmed by the Board of Trustees.

5. Adjournment

Motion: *That there being no further business to discuss, on October 3, 2025, the Selection Committee stands adjourned at 10:10am. Moved by Trustee St. Pierre, seconded by Director Myles. CARRIED.*

Ashley St. Pierre, Chair

Craig Myles, Director of Education

Governance Committee Meeting Minutes
November 6, 2025

Committee Members Present

Caren Gagne
Krista Messenger
Ashley St. Pierre
Louise Sargent

Staff Resources Present

Gerri-Lyn Ciccarelli, Exec Asst.

Absent:

Craig Myles

1.0 Call to Order and Approval of Agenda and Previous Minutes

Committee Chair Gagne called the meeting to order at 11:30 am.

Moved by K. Messenger and seconded by A. St. Pierre that the agenda for the Governance Committee meeting of November 6, 2025 be approved. – CARRIED

Moved by L. Sargent and seconded by A. St. Pierre that the minutes of September 30, 2025 be approved. – CARRIED

2.0 New Business

Bylaw Completion Roadmap

K. Messenger presented a draft Completion Roadmap which was developed to assist with the modernization of the NNDSB Governance Manual. A copy of this Roadmap will be shared with all members.

K. Messenger explained that the approach to fulfilling this work was described as a two-streams that focus on Compliance and Alignment as well as Governance Modernization

C. Gagne thanked K. Messenger for her work on the roadmap, noting the timely introduction of this document in light of the Ministry's Binding Directions.

Bylaw Committee Dissolution Recommendation

K. Messenger proposed that the existing By-Law Committee be dissolved and the responsibilities of this committee be assumed by the Governance Committee. Following a brief discussion, A motion was presented and approved:

Motion: Moved by K. Messenger and seconded by L. Sargent that the By-law Committee be dissolved and assumed by the responsibilities under the role of the Governance Committee - CARRIED

5.0 Next Meeting and Adjournment

Next meeting date to be scheduled early November 21, 2025, 11:00 am. to 12:00 pm.

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

Moved by K. Messenger and seconded by A. St. Pierre that the Governance Committee stands adjourned at 12:30 pm. – CARRIED.

UNOFFICIAL

SEAC Meeting

September 24, 2025

Via Zoom and North Bay Board Room

Present:

Tim Graves, Superintendent of Education

Alison Clarke, Acting Principal of Special Education

Stephanie Norrie, Executive Assistant

Louise Sargent, Trustee

Lisa Paradis, Spec Ed Coordinator – East & West Regions

Laura Hansman, Ontario Parents of Visually Impaired Children (OPVIC) (left at 2:15pm)

Kimberly Gignac, Special Education Coordinator – North Region

Chris Guillemette, Community Living North Bay (left at 2pm)

Leigh Armstrong, Community Living Parry Sound

Caroline Labreque, Nipissing First Nation (arrived at 1:33 pm)

Guests

Lana St. Louis, Mental Health Lead, NNDSB

Regrets:

Candy St. Onge, Almaguin Highlands Community Living

Tammy Adjoudj, Nipissing Down Syndrome Society

Land Acknowledgement presented by Alison Clarke

Called to Order at 1:04 pm

Agenda Approval

Motioned by Chris Guillemette, seconded by Leigh Armstrong. *Carried.*

Approval of the Minutes of the March 20, 2025, meeting.

Motioned by Chris Guillemette, seconded by Leigh Armstrong. *Carried.*

SO Graves commented on agenda items 6 and 7. These items refer to meeting notes, and notes do not need motions to approve. Discussion had taken place previously, so these items do not necessarily need to be on the agenda, though revisions would still be accepted.

Approval of the Notes of the June 19, 2025, meeting.

Motioned by Laura Hansman, seconded by Chris Guillemette. *Carried.*

Elections for Chair and Vice-Chair

Discussion regarding elections.

Elections for Chair

Call for nominations - Trustee Sargent declared an expression of interest from Candy St Onge; however, Candy had to send her regrets for this meeting. Principal Clarke explained that a committee member may nominate Candy in her absence.

Motion: That nominations be closed. Candy St. Onge is willing to take on the position of Chair. Moved by Leigh Armstrong, seconded by Laura Hansman. *Carried.*

Announcement of the Chair

Motion: That Candy St. Onge be acclaimed as the Chair of SEAC for a one-year term, effective immediately and ending in June 2026.

Moved by Laura Hansman, seconded by Leigh Armstrong. *Carried.*

Elections for Vice-Chair

Call for nominations - Leigh Armstrong offered to be nominated for the position of Vice-Chair.

Motion: That nominations be closed indicating that Leigh Armstrong would like the position.

Moved by Laura Hansman, seconded by Chris Guillemette. *Carried*

Announcement of the Vice-Chair

Motion: That Leigh Armstrong be acclaimed as the Vice-Chair of SEAC for a one-year term, effective immediately and ending in June 2026.

Moved by Laura Hansman, seconded by Chris Guillemette. *Carried.*

Destruction of ballots – both positions were acclaimed, and there was no need for the use of ballots.

Business Arising from the Minutes

SEAC Engagement Survey

- Principal Clarke was tasked to create an engagement survey to gain feedback on how to increase SEAC committee engagement. An overview of the survey was presented, and feedback was welcomed. Chris Guillemette noted that she has found attendance challenging and would be interested in having the survey shared among participants. Trustee Sargent suggested that the survey could be redesigned so that members could instead select when they would be unavailable as opposed to when they are available. Trustee Sargent noted that it may be useful to gain attendance feedback annually. Principal Clarke noted that the meetings are preplanned and posted online so that more members can participate using the standing meetings.
- Action item: The SEAC Engagement Survey will be sent to the committee before the next meeting.

Standing Items

Community Partner updates

- Chris Guillemette shared that Community Living North Bay was notified by the District of Nipissing Social Service Administration Board that the DNSSAB would be taking over the

inclusion support program. CLNB staff laid off nine staff members, however five were rehired by the DNSSAB and will be transitioned by October 20, 2025.

- Leigh Armstrong shared that CLPS has been working with local schools, assisting with students' transitions to various new school configurations in Parry Sound.
- Laura Hansman – OPVIC has not held a meeting yet so there are no updates.

Correspondence received

- Letter dated January 21, 2025, from the Chair of Algoma District School Board SEAC re: concerns related to teacher training in special education facilities at faculties of education across Ontario.
- Principal Clarke said that the letter was received quite some time ago and recapped the response Chair Phillips received from Nipissing University, prompting the committee to discuss and consider a response. Trustee Sargent suggested that typically the SEAC committee does not typically send a reply to each piece of communication, but that the letter could be kept on file in the event that a direct request for a response was requested in the future. The committee has discussed the letter and decided to keep the letter on file, responding in the future as necessary, as suggested.

Reports

Board Report (oral) – (Board Trustee)

- There are three new trustees, John Arkwright, Jay Aspin and Krista Messenger. The Indigenous student trustee, Riley Trudeau has returned for a second term. Student trustee, Dev Bassi of Chippewa Secondary School, is also a new board member. The Parry Sound Build is still ongoing, and Trustee Sargent was pleased to confirm that students are in-person and looking forward to the 2025-2026 school year. Trustee Sargent will ask the board of Trustees if there is interest among the trustees in joining the SEAC committee.

Special Education Report- Alison Clarke

- NNDSB was able to provide summer learning support through Ministry funds for summer learning programming offered in coordination with the board's program team, Virtual Summer learning camps. Five programs were offered for students with special education needs, and in-person August transition supports to support successful transitions for students with special education needs. The camps covered subjects such as;
 - Social Coding (1)
 - Highschool Transitions (2)
 - Math (1)
 - Literacy (1)
- The mandate for the LearnStyle virtual summer camps is to remove barriers for students. 18 students participated from grades 3 to 10. Three secondary students participated, and 15 elementary students participated with regular attendance. LearnStyle surveys parents and recently highlighted some positive feedback, including parents noting that their children felt like they belonged during the groups, that they felt safe and that they made some new friends.

- Fifteen elementary and five secondary schools participated in August summer back to school transition support during the last two weeks in August, leading into September.
- On September 23, 2025, a fall Differentiated Learning Resource Teacher (DLRT) meeting was held wherein DLRTs and Administrators alongside members of the central special education team came together and participated in presentations on the following topics;
 - Speech and Language Referral Model in partnership with One Kids Place,
 - Supports for students with diagnoses transitioning to post-secondary school,
 - Assessments for placement purposes within a specialized class,
 - Mental health referrals,
 - Supporting student transitions using the transition plan within the IEP
 - Additional items essential for DLRTs to engage in their roles.
- Professional Development for Educational Assistants:
- This year, the Special Education Services team, through our multi-year strategic planning efforts, is eager to support learning centered around Individual Education Plans (IEPs), such as goal setting, more precise transition planning, modified and alternative programming. The team looks forward to continuing to use RISE, the student profile system, to a greater extent and contribute to some updates processes regarding NNDSB and Outside Agency partnership agreements. As well, the Special Education Department plans to support the system by promoting inclusion and barrier-free environments for our students with special education needs.

SEAC Chair Report

- Trustee Sargent thanked everyone for their participation and looked forward to Candy and Leigh's contributions as Chair and Vice-Chair going forward.

New Business

Sharing of PD Day Plans

- Principal Clarke gave an overview of Educational Assistants Professional Development Plans for September 26 and noted exciting new items such customized presentations developed specifically for this group on topics such as;
 - Universal Design for Learning Communication Strategies for All,
 - Demystifying Oppositional Behaviour,
 - Best Practices to Support Inclusion
 - Strategies and Supports for Students with Vision and Hearing Needs
- In these regional sessions, Educational Assistants will also participate in Behaviour Management Systems Re-Certification Training and learn targeted strategies developed to further support students with a wide variety of needs.

SEAC Schedule, Annual Agenda and Goals 2025-26

- Principal Clarke reviewed the annual agenda and welcomed feedback.
- Trustee Sargent pointed out the January agenda item of elections conflicts with the practice of holding elections in September.

- SO Graves clarified that there may have been an error in the wording of today's election motions with reference to the term and that elections normally correspond with the board's organization meeting. Options going forward would be
 1. to make a future motion to extend the term of chair and vice-chair,
 2. elections can be redone in January,
 3. leave the elections as they are, hold elections in September.
- Trustee Sargent suggested that it would make sense to change the elections to September to align with the school year. SO Graves agreed that the annual agenda could be changed to reflect moving elections to September.
- Trustee Sargent commented that the special education classroom virtual tour presentation that was presented last June was highly valued, and she would encourage seeing it as a standing item on the annual agenda.
- Action item: Principal Clarke will add the classroom virtual tour presentation to the May 2026 meeting agenda.

Partnership Protocol Discussion

- Principal Clarke reviewed the protocol of NNDSB entering into partnership agreements with outside agencies. Existing agreements are reviewed and renewed annually. Special Education coordinators play a fundamental role in facilitating the agreements and acting as a liaison between the external organizations and NNDSB. Lana St. Louis also acts as a liaison between the NNDSB and external agencies and has joined today's meeting to add perspective on the topic.
- Within the last couple of years, there has been an increase in private agencies seeking partnership agreements. However, challenges have occurred, such as finding space in schools, logistical concerns, privacy issues, administration, and communication protocols.
- SO Graves clarified that this conversation was not about partnerships with Not-For-Profit/Community Agencies or First Nations. There is a growing demand for NNDSB to provide space in schools to allow private practitioners to provide services and there is concern for the following;
 - Collective agreements for unionized employees need to be considered when outsourced work is also occurring within schools,
 - There have been inconsistencies noted in relation to professional conduct,
 - Increased pressure on administrators and staff to facilitate meetings,
 - The capacity does not exist to evaluate whether private practitioners are meeting necessary criteria to treat students.
- Lana St. Louis added that unlike agencies who have standard supervision and management policies in place, there is no way to screen private agencies in terms of their in-house management policies.
- Leigh Armstrong appreciated the concerns the board may have and weighed it against waitlists in the community. Families tend to move to private practitioners to seek treatment quicker. As a parent of NNDSB students, she appreciates the board keeping the safety of students as a priority.
- Lana St. Louis described the difference between not-for-profit and for-profit criteria from a mental health standpoint. What a student may experience therapeutically in a provider's office may not be appropriate for a school setting.

- Lisa Paradis noted that consistency and predictability may not transfer in terms of behavioral issues. Collaboration was also noted. For example, when a private assessment is completed and a need identified, there is no guarantee that NNDSB resources will automatically meet that need.
- Trustee Sargent asked if there is a protocol in place or if a new protocol needs to be put in place. She also brought additional privacy concerns forward.
- Principal Clarke shared that there is currently an agreement in place and put it to the committee to discuss what an improved agreement might be revised to include.
- Trustee Sargent suggested that the partnership protocol agreement be a standing item so that it can be revisited more frequently.
- Trustee Sargent requested the current protocol be shared with the committee and that Partnership Protocol Discussion return as a standing item for the next meeting.

Next meeting: October 22, 2025.

Adjournment at 2:33 but due to participants staggering exits, quorum was not met to call an adjournment motion.