

PIC Meeting

June 3, 2026, 6pm
Via Teams

Present

Melanie Gray, Superintendent of Teaching and Learning
Kyle Kadlec, Principal of Alliance and PIC Lead
Stephanie Bergman, PIC Chair
Stephanie Norrie, Executive Assistant
Amy Bartlett Gibson, Summer Learning Coordinator
Lana St-Louis, Mental Health Lead
Rob Roy, Principal Secondary Summer School
Gillian Kajganich, Administrator
Amanda Meighan, Administrator
Kim Pauli, Superintendent of Teaching and Learning
Heetal-Patel, SAC Chair
Joanne Christie, Administrator
Trisha Baribell, SAC Chair
Shannon Mahon, Administrator
Rebecca McClure, Teacher
Emile Ferlisi, Administrator
Chantalle Link, SAC Chair

Call to Order- Chair Bergman at 6:06 pm

Land Acknowledgement- SO Gray

Attendance Poll

Principal Kadlec encouraged participants to share their names and roles within the chat if they were unable to access the in-meeting poll. There were 17 total participants, identifying in the following groups:

- SAC Chair / Co-Chair - 4
- Teacher / Other School Staff- 1
- School Administrator (Principal / Vice-Principal)- 5
- NNDSB Central Staff / Other NNDSB Representative- 7

Welcome – SO Gray

SO Gray took the opportunity to thank Principal Kadlec for taking the lead within PIC and Stephanie Norrie for her administrative support and shared regrets that Ministry Appointed Supervisor, Rebecca Bell and Director Jay MacJanet were unable to attend.

Approval of the Agenda

Motioned by Amanda Meighan seconded by Rebecca McClure. *Carried.*

Approval of the Minutes of the April 29, 2026, meeting

Quorum was not attained- item deferred to the next meeting.

Presentations

Summer School

- Please see the attached document to review the presentation that Rob Roy, Principal Secondary Summer School delivered

Elementary Summer Learning Program

- Please see the attached document to review the presentation that Amy Bartlett Gibson, Summer Learning Coordinator delivered

Discussion:

- PIC Chair, Stephanie Bergman inquired as to how program enrollment decisions were made at the grade level and how students were identified for inclusion in the programs.
 - Amy Bartlett Gibson said that the program is flexible, and that there is discretion to include students that may fall outside of the Grade 1-6 levels as needed.
 - A digital flyer is distributed to departments such as math and literacy, and those departments can assist in identifying students. Students who would benefit from additional summer learning are prioritized.

School Mental Health Supports

- Please see the attached document to review the presentation that Lana St-Louis, Mental Health Lead delivered

Pro-Grant Update

- Principal Kadlec provided an update on PRO Grant Approvals, proudly announcing that the PRO funding reached at least 18 schools within the district.
- Subcommittee approval allowed the purchase of crewnecks, hoodies, books, family day passes to the YMCA as well as Science North to support and grow awareness of PIC and PRO among communities.
- Pro-Grant initiatives
 - Alliance French Immersion – SAC Chair Stephanie Bergman
 - Partnered with Le Compagnon de Franc-Loisir to create a French cultural night at the school to raise awareness amongst parents and within the community.
 - There were approximately 80 participants, including incoming families.
 - Overall, the evening was a success, and SAC hopes to repeat the event in the future.

NNDSB PIC Webpage Feedback Survey Results

- 50% of respondents used the PIC webpage in the last 6 months
- 42% had not used it but would consider doing so
- Most requested additions:
 - PRO Grant information
 - Agendas and minutes
 - “PIC at a Glance” overview
 - Bylaws and joining instructions
- Members expressed interest in improving navigation and increasing opportunities for parent networking.

Topics of Interest for future meetings and planning include:

- After providing an overview of the topics covered in PIC meetings this year, Principal Kadlec inquired as to which topics would be of interest in planning future PIC meetings. Members suggested future learning topics, including:
 - Sleep hygiene and child development
 - Understanding curriculum and Ministry-level language
 - Parent–educator partnerships
 - AI in education; embracing it, using it safely, understanding it
 - Risky play and outdoor learning
 - School Cash Online overview

Closing Remarks

- SO Gray thanked members for their dedication and collaboration throughout the year. She expressed pride in the committee's accomplishments, specifically noting an excellent job done on identifying many unique ideas and a variety of PRO Grant initiatives. SO Gray wished everyone a restful and enjoyable summer.

Adjournment at 7:27 pm



2025-26 Secondary Summer School Programming Overview

Overview

NNDSB offers several summer learning opportunities for students across the district and beyond.



Near North
District School Board

Registration

- E-learning
 - All students register through their schools Guidance and are placed in a provincial system (PRISM)
- In-Person
 - NNDSB students: register through Guidance
 - Out of Board students: register through an NNDSB online form
- Deadline: June 19, 2026

Online Credit Courses (June 29–July 24)

-
- A variety of courses available across Grades 9–12 in most subject areas.
 - Asynchronous classes
 - Students are expected to connect with their teacher each day and submit work
 - Some French Language programming available
 - Students require a device to engage in programming
 - NNDSB students can borrow a device if required
 - Supports in place include Resource Teachers, Educational Assistants, Indigenous Grad Coach, Guidance



Summer In-Person Programming

- There are a range of in-person experiential programs including arts, athletics, environmental education, and re-engagement programming.



TOROS

(Theatre Outreach on Stage)

Program has been a fixture with NNDSB for many years. This summer is 39th year.

- Full theatrical production of Pippin
- Rehearsals runs June–August
- Performances August 5–9 at WFSS
- Students earn a credit through participation (performance, tech, co-op)



Basketball and Volleyball Focused Courses



- Hosted at West Ferris Secondary
- Grades 8–12
- Focus on skill development and gameplay
- Daily training with integrated online health component
- PAL Phys-ed credits available upon completion

Canadian Ecology Centre Programming

-
- Program resumed following previous year storm disruption
 - Two-week live-in environmental credit programs
 - Session 1: June 28 – July 10
 - Session 2: July 12 – July 24
 - Courses include Geography, Science, and Biology



Summer Re-Engagement Program

- Grades 8–12
- Supports attendance, mental health, and social needs
- June 29 – July 4, 10:00–2:00 daily
- Credit opportunities: Credit recovery, GLE, Civics/ Careers

Supports Include:

- Teacher support for credit recovery
- Onsite mental health clinician
- Parent coaching
- Transportation

Cooperative Education

- In-person placements across the district in a variety of areas
- Priority for SHSM students and some grad requirements
- One or two credit options available



Dual Credit Program

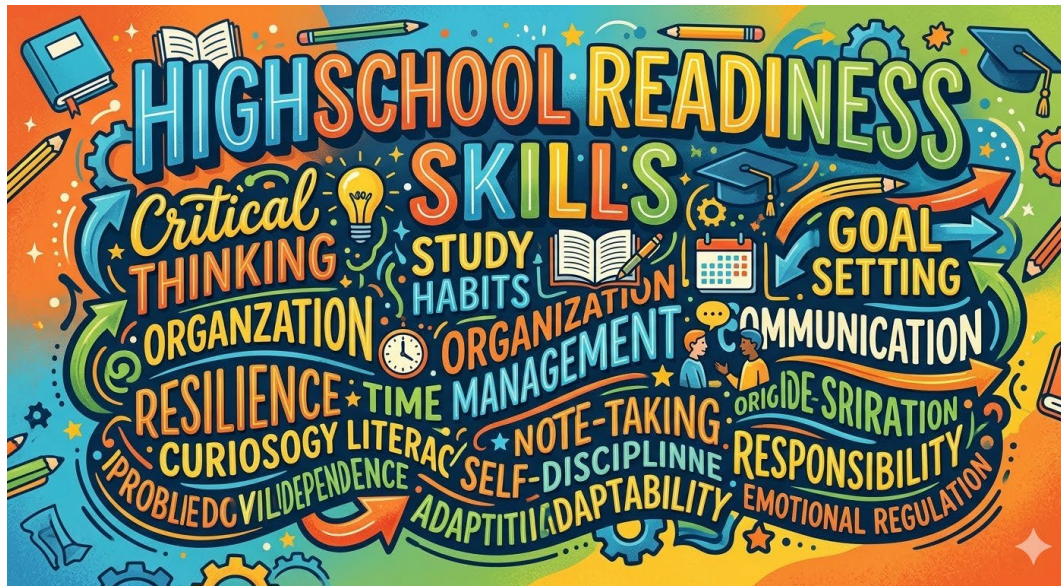
- Partnered with Canadore College
- Earn 1 high school credit + 1 college credit
- Runs July 13–17
- Tuition, Transportation, Materials provided

Outdoor and Adventure Recreation – PLJ4T (College Course:REC260)

- This course explores outdoor recreation theory and practice, including adventure, environmental, and therapeutic applications. Students develop practical skills while planning and facilitating outdoor experiences, using Canadore's trail network as a key learning environment.

Grade 8 Reach Ahead

- Early high school credit opportunity
- Offering a GLE/S Credit Focused on learning strategies, literacy, and numeracy or a variety of other credits based on preference
- Builds independence and confidence for secondary school





Contact Information

For more information visit

<https://www.nearnorthschools.ca/students/summer-school/>



Summer School Principal - Robert.roy@nearnorthschools.ca

Summer School Secretary - Terri.Reidt@nearnorthschools.ca

A photograph of several students sitting around a light-colored table, working on papers. One student in the foreground is resting their chin on their hands. Various colored pencils are scattered on the table. The image has a dark overlay with white text.

SUMMER LEARNING PROGRAM PIC PRESENTATION

June 3, 2026

STAFF AND LOCATIONS

- Camps run Monday – Friday 9 am – Noon for three consecutive weeks from June 29 – July 17, 2026
- This year:
 - 1 site in the North – Mapleview P.S
 - 1 site in the East – Sundridge Centennial P.S.
 - 1 Site in the West – Parry Sound P.S
- 1 Program Coordinator, 3 Lead teachers one at each school site and 13 educators.
- In previous years we have had 2-3 E.A's and 2-3 Social Emotional Learning Coaches. These positions are funded through Special Education and we are hopeful to be able to run the camps with these staff again this year.

PARTICIPANTS

- Across the four sites we had a total of 100 participants, across grades 1 - 6 from 20 elementary schools in the NNDSB
 - Mapleview P. S. – North – approx. 40 participants
 - Sundridge Centennial P.S. - East approx. 30 participants
 - Parry Sound P.S - West approx. 30 participants

PROFESSIONAL LEARNING

- 4 professional learning sessions will be delivered.
 - June 16 : Math PD delivered by Melissa Peddie NNDSB Math coordinator
 - June 17 : Literacy PD delivered by NNDSB Literacy Team
 - June 18 : SLP Staff meeting delivered by SLP Program Coordinator Amy Bartlett Gibson and Stephen Krause
 - In camp- professional learning- TBD by staff – previous years topics were multisyllabic word reading, this year there will be both math and literacy professional learning

NUTRITION AND WELL-BEING

Students are provided a nutritious snack daily



Donation of Grocery gift cards- partnership with Community Living North Bay, Cathy Chippa



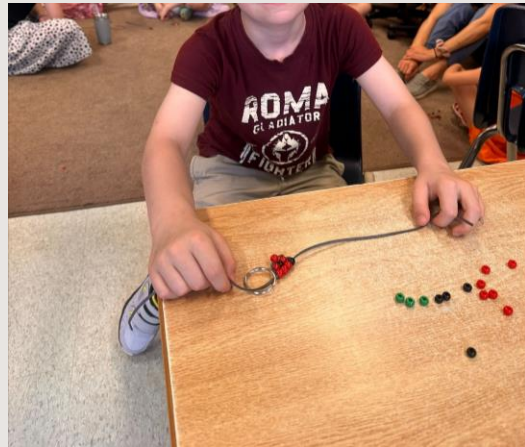
EQUITY AND INCLUSION

- Transportation was provided for 10 students- providing transportation removes barriers to participation for students and families
- SLP received a donation of gift cards to purchase healthy foods for each site!
- Social Emotional Learning (SEL) coaches were hired to provide additional support with self regulation and social/emotional skills during the camps

Bridge Builder Pledge 2024 Summer Learning Camp

1. I will help if someone is hurt ☐
2. I will be kind to others ☐
(and myself!)
Ariana, W. B. P. A. G. K. R. A. H. M. G. I. A. S. T. U. D. E. N. T. S. E. V. E. N. S. T. A. F. F. S.
3. I will be friendly ☐
M. A. L. A. N. A. L. E. N. N. O. X. C. A. S. H. S. T. A. R. S.
4. I will treat others the way I like to be treated. ☐
R. Y. L. I. A. K. R. I. A. L. Y. M. E. G. A. N. L. O. C. A. S.
5. I will think before I speak ☐
J. U. L. I. A. N. L. E. N. N. O. X. C.
6. I will not judge ☐
M. E. G. A. N.
7. I will say sorry when it is needed. ☐

COMMUNITY ENGAGEMENT



2024: Author Visit with Local Indigenous Author Kelsey Borgford. Kelsey visited three sites: Alliance, Sunset Park and Sundridge and conducted an author reading of her book titled "What's in a Bead" and then lead students through a writing workshop. A local indigenous author visited the Parry Sound site and did a similar workshop.

2025: Strawberry beading activity incorporating math and literacy facilitated by Indigenous student leaders, Ousk and Albany. SLP partnered with Indigenous education lead, Kelly Huston in the NNDSB.

The SLP also received a donation from the Community Living North Bay, Student Nutrition program towards purchasing healthy snacks for children and families.

COMMUNITY ENGAGEMENT

Science North Coding Workshops - This will not be a part of programming this year. We are aiming work with local organizations instead.



Community Helper Visits: Sunset Park had a visit from a Police Officer and McDougall P.S had a visit from a Fire Truck!



**LEARNING OUTSIDE MAKES
IT FEEL LIKE CAMP!**

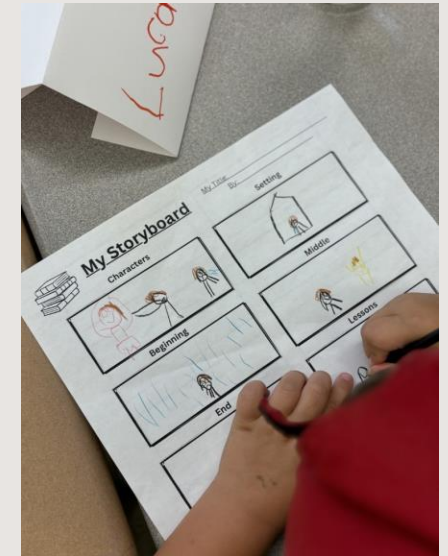
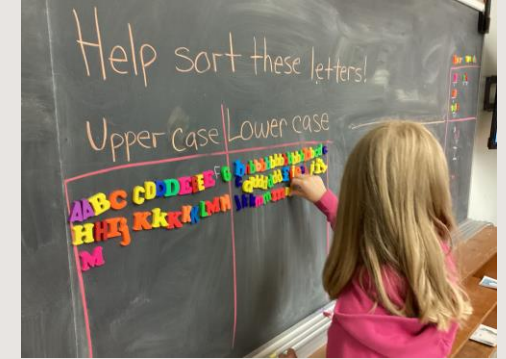


LITERACY LEARNING

Summer Learning Program provides a unique opportunity to support students with high impact, small group instruction opportunities in math and literacy instruction. Using diagnostic data in the form of Core Phonics (literacy) and an NNDSB Math Interview staff are able to support students appropriately and meet their learning needs.

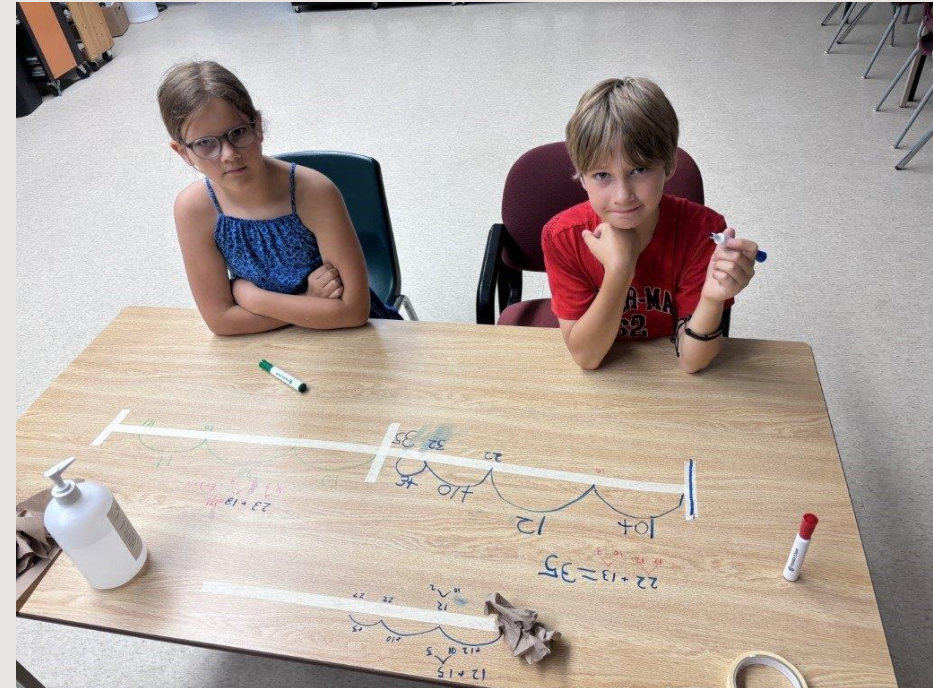
In literacy foundational skills such as phonemic awareness, alphabetic knowledge, handwriting, decoding and encoding, multisyllabic word reading and fluency are supported through small group instruction.

When comparing pre and post camp data, most students showed an increase in their skills over the duration of the three weeks of camp!



MATH LEARNING

- We use the NNDSB math assessment determine the skill areas to focus on for students.
- Students receive small group instruction
- We focus a lot on number sense and building accuracy and automaticity with these skills. Other strand areas such as coding and measurement are also taught.



SLP STAFF TESTIMONIALS

- *Overall a great experience, many students thrived having smaller learning groups. It was nice to hear students were excited to come to program.*
- *My time as an SLP staff member has been so incredible. I found the community of teachers to be so easy to work with and my time truly enjoyable. The learning (although not long enough) felt so meaningful and helpful for students growth and found that my time with the program has helped me personally grow as an educator when teaching math and phonics!!!!*
- *My experience with SLP was extremely positive and successful. I felt that both the students and myself have expanded our knowledge.*
- *It is amazing to be able to support students with such a great student - teacher ratio. We can really get to know the kids and meet them exactly where they need.*

PARTICIPANT AND FAMILY TESTIMONIALS

My kids enjoyed and looked forward to the program for the 3 weeks and are very sad that it was over. My son reading skills improved tremendously over the course of the 3 weeks (it was night and day for him). We appreciated all that you and the wonderful staff have accomplished with all the kids. Thank you!! And if possible they can't wait to go back next year. (2024 SLP Parent feedback)

I love the way learning is happening, my son has come home with so much more math info he shares with us daily, he's clearly engaged in the process and honestly wish his experience in class all year round could be this fun for him. (2025 SLP Parent Feedback)

A young girl with dark curly hair in a bun, wearing a light green shirt and a dark blue backpack, is hugging an adult from behind. The adult is wearing a red and white striped shirt and dark pants. They are standing in front of a school building with a brick wall and a white door.

NNDSB
SCHOOL
MENTAL
HEALTH
SUPPORTS
2025 - 2026

GUIDING DOCUMENTS

PPM 169 – Student
Mental Health

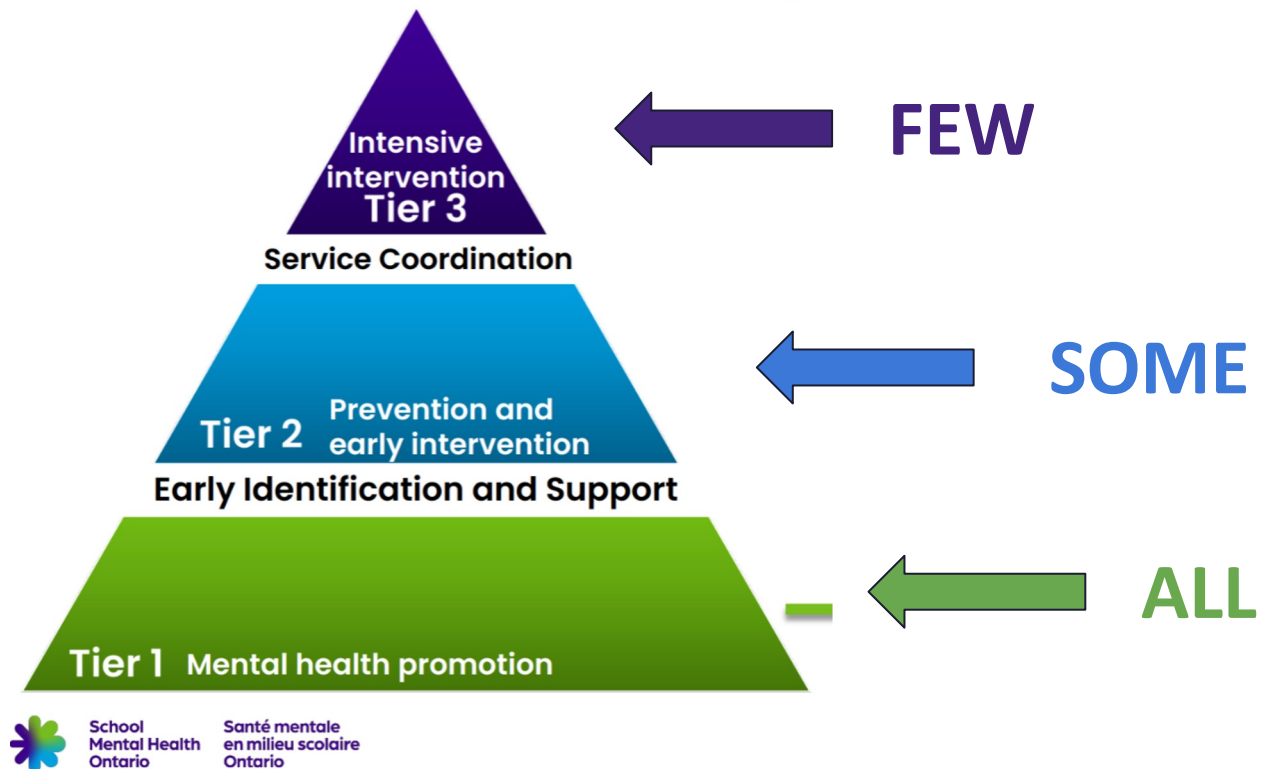
Right Time, Right
Care

The Main Role of Schools in Child and Youth Mental Health

- ✓ Mental Health Promotion
- ✓ Early Identification and Support
- ✓ Prevention
- ✓ Early Intervention
- ✓ Pathways to, from, through more intensive services

To truly impact mental health and well-being, we need to start early...
building knowledge, skills, and places of hope and belonging.
We need to work UPSTREAM.

OUR MAIN ROLE IN SCHOOL MENTAL HEALTH IS PROMOTION AND PREVENTION



At its core, a mentally healthy school and
classroom is one is an environment where
EVERY STUDENT
feels like they
BELONG



**SCHOOL
MENTAL
HEALTH
SUPPORTS**

PROGRAM DESCRIPTION

- The Near North District School Board's School Mental Health Program supports **student well-being and success at school** through a three-level (tiered) approach. Our goal is to support student mental health and well-being using short-term, evidence-based strategies tailored to their needs. Most support is brief, typically involving **up to six sessions** focused on one specific goal.
 - While we recognize that life events outside of school can impact a student's well-being, service decisions are guided by their **current level of functioning at school** and **capacity to benefit from support**.
 - While we do not provide direct intervention for concerns that are primarily home- or community-based, we recognize their impact on student well-being. With family consent, we can assist in connecting students and families to appropriate community services (e.g., support for high-conflict separation, domestic violence, housing instability, sexual abuse, trauma, etc.).
-

PROGRAM DESCRIPTION

- To avoid overlapping services, the school mental health team does not duplicate support already being provided by external professionals. When appropriate, complementary school-based services (ex. small group support) may be offered to enhance overall care through coordinated efforts.
 - School mental health services focus on **one goal at a time**. While input from parents and schoolstaff helps to guide goal selection, the student has the final say. When students choose their own goals, they're more likely to engage and make progress.
 - Individual intervention is provided to students ages 8+
-

TIER 2 SUPPORTS

NON-REGULATED MENTAL HEALTH PROFESSIONALS

Child Development Counsellors

- Child and Youth Workers.
- Focus on SEL skill instruction through classroom programming, small group intervention, and one-on-one support.
- Select from a menu of approved SEL programming.

Attendance Counsellors

- Investigate chronic non-attendance up to age 18.
 - Collaborate with schools, families, community agencies to meet student need to support return to school.
 - Students must be referred to them in order for them to meet with them.
-

REGULATED MENTAL HEALTH PROFESSIONALS

Mental Health Clinician

- Social Workers/Psychotherapists
- Brief individual psychotherapy (4 – 6 sessions), case management, small group programming, parent coaching (Triple P), and occasional classroom work.
- Trained in psychotherapy interventions such as CBT, DBT.

Brief Services and Intake Workers

- Social Service Workers
 - Support students ages 12 +
 - Walk-in support “one at a time”
 - 4 – 6 sessions – BRISC
 - Classroom and small group programming
-

TIER 3

MENTAL HEALTH CLINICIANS

Tier 3 is primarily community, cultural or hospital intervention.

Our role is to facilitate navigation to appropriate resources to provide the intervention.

We do provide support while they await services to begin, but we are not providing intervention targeting the root cause (ex. trauma treatment, family dynamics).

HOW TO ACCESS SUPPORT

- Students can approach any adult in the school to request support.
 - Parents can reach out to school staff.
 - Secondary level – students can access at their school via walk in services, typically located in guidance.
 - At the elementary level, school teams will reach out to parents if they feel a student may benefit from additional support. They will request consent to consult with the mental health team to determine the most appropriate service for the student's needs.
 - Once this is determined, depending on age and service, the mental health professional will reach out to the parent(s)/caregivers(s) to review informed consent.
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SUMMER MENTAL HEALTH SUPPORTS
