



Meeting of the Board

Tuesday, March 4, 2025, at 6:15 p.m.
Schumacher Board Office and Microsoft Teams Meeting

AGENDA

Item	Topic	Presenter	Page
1.0	Call to Order		
	Motion: THAT the Board reconvene in regular session		
	1.1 Territorial Acknowledgement		
	1.2 Quorum		
	Motion: THAT the Board approve the absence of the following Trustees from the March 4, 2025, meeting of the Board:		
	1.3 Approval of the Agenda		
	Motion: THAT the Board approve the agenda for the Meeting of the Board dated March 4, 2025		
	1.4 Declaration of Conflict of Interest		
2.0	Consent Agenda		
	2.1 Minutes of the Meeting of the Board: February 18, 2025		3
	2.2 Minutes of the By-Law Review Committee meeting held February 18, 2025		6
	2.3 Minutes of the Finance and Property Committee meeting held February 18, 2025		8
	2.4 Minutes of the Joint Transportation and Governance Committee meeting held December 19, 2024		11
	2.5 Policy & Procedure – Community Involvement Hours		14
	2.6 OPSBA Public Education Symposium		22
	Motion: THAT the Board approve the consent agenda as follows:		
	Consent Agenda Items for approval:		
	2.1 Minutes of the Meeting of the Board held February 18, 2025		
	2.2 Minutes of the By-Law Review Committee meeting held February 18, 2025		
	2.3 Minutes of the Finance and Property Committee meeting held February 18, 2025		
	Consent Agenda Items for receipt:		
	2.4 Minutes of the Joint Transportation and Governance Committee meeting held December 19, 2024		
	2.5 Policy & Procedure – Community Service Hours		
	2.6 OPSBA Public Education Symposium		
3.0	Reports		
	3.1 Chair Report	Chair Pye-Reasbeck	23
	Motion: THAT the Board receive the Chair Report		
	3.2 Director Report	Director Dye	24
	Motion: THAT the Board receive the Director Report		
	3.3 Student Trustee Report	Student Trustees	
	Motion: THAT the Board receive the Student Trustee Report		
	3.4 Math Action Plan	Superintendent Mowbray	25
	Motion: THAT the Board receive the Math Action Plan Report		
4.0	Monitoring		
	4.1 Presentation: Mental Health	Superintendent Pladzyk Lead Kazienko	28
	Motion: THAT the Board receive		
	4.2 Strategic Plan Vignette: March 2025	Communications Manager Denis	
	Motion: THAT the Board receive the Strategic Plan Vignette		

5.0	Other Business	
6.0	Items for Future Meetings	
	6.1	April: PLAR and Alternative Education
	6.2	April: Strategic Plan Progress Report
	6.3	May: Special Education Presentation
	6.4	June: Student Achievement Presentation
	6.5	June: Technology Trailer
7.0	Adjournment	
	Motion: THAT we do now adjourn	



Meeting of the Board

Tuesday, February 18, 2025, at 6:15 pm
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

Howard Archibald
Bob Brush
Jonathan Byer, Vice-Chair
Dennis Draves
Crystal Hewey
Steve Meunier
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck, Chair
Doug Walsh
Larry Wiwchar

EXCUSED TRUSTEE ABSENCES

NIL

STUDENT TRUSTEES PRESENT

NIL

STUDENT TRUSTEES ABSENT

Alexandra Gauthier
Aiesha Hindle

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance and Treasurer
Al McLean	Superintendent of Education and Human Resources
Chad Mowbray	Superintendent of Education
Steven Pladzyk	Superintendent of Education

RECORDING SECRETARY

Melanie Demers Executive Assistant to the Director of Education Lesleigh Dye

STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education, Lesleigh Dye
Andréanne Denis	Communications Officer
Larry Souliere	Information Services Coordinator



IN-CAMERA SESSION

The In-Camera session meeting was called to order at 5:45 p.m. by Vice-Chair Byer

9153-25 BRUSH / PEEVER

THAT this Board resolve itself into a Committee of the whole.

CARRIED

9154-25 POCHOPSKY / WALSH

THAT this Board resolve itself into a Committee of the Whole, in-camera.

CARRIED

9155-25 MEUNIER / HEWEY

THAT we now rise and report to the Board.

CARRIED

CALL TO ORDER

The Regular Session meeting was called to order at 6:15 p.m. by Chair Pye-Reasbeck

9156-25 MEUNIER / POCHOPSKY

THAT the Board reconvene in regular session

CARRIED

TERRITORIAL ACKNOWLEDGEMENT

The meeting opened by respectfully acknowledging being situated on the Traditional Territory of the Cree, Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Métis who have chosen to settle in this area.

TRUSTEE ABSENCE

9157-25 WALSH / HEWEY

THAT the Board approve the absence of the following Trustees from the February 18, 2025, meeting of the Board:
Student Trustee Gauthier
Student Trustee Hindle

CARRIED

APPROVAL OF THE AGENDA

9158-25 HEWEY / POCHOPSKY

THAT the Board approve the agenda for the Meeting of the Board dated February 18, 2025, as amended:
Deletion: 3.2 Student Trustee Report
Amend: 2.4 2025-2025 School Year Calendar for approval

CARRIED

DECLARATION OF CONFLICT OF INTEREST

Trustees were asked to declare conflicts of interest as they arise and must do so in writing in the log kept in the Chair's office.

Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.



CONSENT AGENDA

9159-25 BRUSH / HEWEY

THAT the Board approve the consent agenda as follows:

Consent Agenda Items for approval:

2.1 Minutes of the Meeting of the Board held

February 4, 2025

2.2 Minutes of the Strategic Planning Committee

Meeting held February 4, 2025

2.3 Cash Disbursement Report: January 2025

2.4 2025-2026 School Year Calendar

2.5 2025-2026 Policy & Procedure Review

Schedule

CARRIED

REPORTS

9160-25 PEEVER / MEUNIER

THAT the Board receive the OPSBA PES Trustee Report

CARRIED

MONITORING

NIL

OTHER BUSINESS

9161-25 BYER / BRUSH

THAT the Board approve the revised By-Law No. 9 – Trustee Code of Conduct.

CARRIED

9162-25 BRUSH / WALSH

THAT the Board approve an additional 12 sections for semester 2 for the 2024-2025 school year.

CARRIED

ADJOURNMENT

9163-25 ARCHIBALD

THAT we do now adjourn

CARRIED

The meeting was adjourned at 6:39 p.m.

SECRETARY OF THE BOARD

CHAIR OF THE BOARD



By-Law Review Committee

Tuesday, February 18, 2025, at 2:45 p.m.
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

Jonathan Byer, Vice-Chair
Dennis Draves
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck, Chair

ADMINISTRATION PRESENT

Lesleigh Dye Director of Education

RECORDING SECRETARY

Melanie Demers Executive Assistant to the Director of Education Lesleigh Dye



Call to Order

The meeting was called to order at 2:52 p.m. by Chair Pye-Reasbeck

BRUSH / POCHOPSKY

THAT the agenda for the By-Law Review Committee meeting dated February 18, 2025, be approved

CARRIED

Terms of Reference

Terms of Reference were set for the By-Law Review Committee.

By-Law Review provided by Sheila MacKinnon

Best practices provided by Sheila MacKinnon were reviewed.

Other Business

NIL

Rise

POCHOPSKY

THAT we now rise

CARRIED

The meeting was adjourned at 4:15 p.m.



Finance and Property Committee

Tuesday, February 18, 2025, at 4:30 p.m.
Schumacher Board Office
153 Croatia Avenue Schumacher, ON

MINUTES

TRUSTEES PRESENT

Bob Brush
Dennis Draves
Jonathan Byer-Chair
Crystal Hewey
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck
Douglas Walsh
Larry Wiwchar

TRUSTEES ABSENT

Howard Archibald
Steve Meunier

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance
Al McLean	Superintendent of Education/Human Resources
Chad Mowbray	Superintendent of Education
Steve Pladzyk	Superintendent of Education

ADMINISTRATION ABSENT

RECORDING SECRETARY

Jessica Hardy	Executive Assistant to the Superintendent of Business/Finance
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STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education
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CALL TO ORDER

Jonathan Byer, Chair of the Finance and Property Committee, called the meeting to order at 4:30 p.m.

PEEVER / POCHOPSKY

THAT this Finance and Property Committee resolve into a Committee of the Whole.

CARRIED

APPROVAL OF THE AGENDA

BRUSH

THAT the agenda for the Finance and Property Committee Meeting dated February 18, 2025, be approved.

CARRIED

CONFLICT OF INTEREST

Trustees declaring a conflict of interest must do so in writing, with a log kept on file by the Chair. Trustees declaring a conflict are to leave the meeting space/disconnect from Teams at the time of the discussion and will receive a text/notification from the Superintendent of Business when they are welcome to join.

FINANCIAL SPENDING UPDATE-SEPTEMBER TO NOVEMBER 2024

BRUSH

THAT this Finance and Property Committee receive the financial spending update from September to November 2024.

CARRIED

2025-2026 BUDGET CONSULTATION SURVEY

WALSH

THAT this Finance and Property Committee receive the Budget Consultation Survey results.

CARRIED

POST PROFESSIONAL DEVELOPMENT SPENDING REPORT BY EVENT

RECOMMENDATION:

It is recommended that a post professional development spending report be prepared whenever more than two Trustees attend an event.

RECOMMENDATIONS/REPORTS TO THE BOARD POST PROFESSIONAL DEVELOPMENT

RECOMMENDATION:

It is recommended that Trustees prepare a collective post professional development recommendation and/or action item to present to a Trustee committee.



RISE

WALSH

THAT this Finance and Property Committee now
rise.

CARRIED

The committee rose at 5:12 p.m.

North East Tri-Board Student Transportation

Service du transport scolaire des trois-conseils du Nord Est



SCHOOL BUS SERVICE TO THE SCHOOL DISTRICTS OF COCHRANE AND TIMISKAMING
LE TRANSPORT SCOLAIRE AUX DISTRICTS SCOLAIRE DE COCHRANE ET TIMISKAMING

JOINT TRANSPORTATION AND GOVERNANCE Committee

Thursday, December 19, 2024, at 10:00 a.m.
Microsoft Teams

MINUTES

PRESENT

Ryan Hartling	Transportation Supervisor
Liliane Francis	Conseil Scolaire Public du Nord-Est de l'Ontario
Natalie Joncas-Raymond	Conseil Scolaire Public du Nord-Est de l'Ontario
Yves Laliberte	Conseil Scolaire Public du Nord-Est de l'Ontario
Jonathan Byer	District School Board Ontario North East
Lesleigh Dye	District School Board Ontario North East
Lisa Edwards	District School Board Ontario North East
Rosemary Pochopsky	District School Board Ontario North East -Chair
Elizabeth King	Northeastern Catholic District School Board
Keld Scott	Northeastern Catholic District School Board
Glenn Sheculski	Northeastern Catholic District School Board

ABSENT

David Bernotas	Conseil Scolaire Public du Nord-Est de l'Ontario
Trisha Weltz	Northeastern Catholic District School Board

RECORDING SECRETARY

Jessica Hardy	Executive Assistant District School Board Ontario North East
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CALL TO ORDER

Rosemary Pochopsky, Joint Transportation and Governance Committee Chair called the meeting to order at 10:00 a.m.

CARRIED

APPROVAL OF AGENDA

BYER

THAT the agenda for the Joint Transportation and Governance Committee dated December 19, 2024, be approved.

CARRIED

APPROVAL OF THE MINUTES SEPTEMBER 19, 2024**BYER****THAT** the minutes for the Joint Transportation and Governance Committee dated September 19, 2024, be approved.**CARRIED****DRIVER SHORTAGE**

The Transportation Supervisor provided an update on the ongoing driver shortage, noting that cancellations are still occurring. A report was presented which covered the first quarter and included data up to December 16th, showing ongoing issues with driver availability.

Recruitment efforts are continuing, operators have drivers waiting for clearance to become spare drivers. The Ministry of Education is helping expedite MTO clearances, which has significantly reduced the waiting time from weeks to days. Driver shortages are mostly due to sick leaves or medical appointments, which are short-term issues rather than long-term losses of drivers. These shortages are more frequent on Mondays and Fridays.

A comparative analysis of different operators was shared, noting that specific operators are experiencing the most issues, other operators have been performing relatively well. The report included a yearly total of affected runs for each operator.

M TRANSPORT LAUNCH

The Transportation Supervisor discussed the ongoing launch of M Transport, mentioning that all operators have the mounts installed and are using the system to some capacity. Training is ongoing, and the feedback from drivers has been positive. The system helps track buses and provides valuable information to the office and schools.

There were initial issues with the installation of M Transport due to the need for back plates to prevent dashboard cracking in cold weather. These back plates have since been ordered, delivered, and installed.

The tablets make runs easier by providing information on who is at each stop. The system also helps the office track buses, monitor delays, and communicate with parents during inclement weather.

Plans to start tracking students using the tablets is scheduled in the new year, once the method for issuing student cards or QR codes is finalized. The system will also be made available to schools to help with bus loading and offboarding.

FLOATING MONITORS

The Transportation Supervisor reported that the use of floating monitors has decreased compared to last year, indicating fewer behavioral issues on buses. The budget for floating monitors is tracking much lower than expected, and the program has been impactful in addressing behavioral issues when needed.

ROUTE CANCELLATIONS

The decision to cancel routes due to inclement weather or power outages is challenging, especially when information is incomplete. There were concerns about the decision-making process and communication during such events, with suggestions to improve coordination and information gathering in the future.

The decision on a power outage day was made by the three Directors of Education due to unstable power and confusion on which areas had power early in the morning. Many drivers reside outside municipalities and reported no power in their local areas.

The Directors plan to debrief and review their operations to enhance coordination and information gathering for future events.

POLICY AND PROCEDURE REVIEW

Some policy and procedures are currently under review, and it was suggested that committee members take time to review them and provide feedback at the next meeting.

2024-2025 TRANSPORTATION BUDGET

No update.

JOINT CUSTODY PILOT

The Transportation Supervisor introduced a proposal for a joint custody pilot for high school students, allowing them to ride either bus they are assigned to without a schedule. The pilot aims to provide more flexibility for students with joint custody arrangements.

PARTNERSHIP WITH CONSEIL SCOLAIRE CATHOLIQUE DE DISTRICT DES GRANDE RIVIÈRES

Efforts are ongoing to partner with Conseil Scolaire Catholique District des Grande Rivières for transportation services in Cochrane. Complexities and challenges involved were noted, as well as the need for further discussions and meetings to explore a full amalgamation.

A financial report is being worked on to understand the costs of operating in Cochrane. Meetings with the Directors and Superintendents are planned for January to discuss a full amalgamation.

The need for provincial involvement to push for a meeting, as the region is the only one without a consortium representing all boards. A previous government study suggested amalgamation but lacked enforcement.

OTHER BUSINESS

- i. **2024-2025 JOINT TRANSPORTATION AND GOVERNANCE COMMITTEE MEETING SCHEDULE**
 February 20, 2025-10:00 am
 May 8, 2025-10:00 am-Budget Meeting
 May 22, 2025- 10:00 am

ADJOURNMENT

SHECULSKI

THAT this Joint Transportation and Governance Committee now adjourn.

CARRIED

The committee adjourned at 10:42 a.m.



Community Involvement Hours Graduation Requirement

1.0 Rationale

Starting in the 1999–2000 school year, all students entering high school in Ontario must complete at least 40 hours of community service to earn their Ontario Secondary School Diploma (OSSD). This requirement helps students understand how they can contribute to their communities and encourages them to take on responsibilities that make a positive difference in the world around them.

By volunteering, students gain valuable skills, explore different career paths, and learn about their role in society. Community involvement gives students real-world experience that prepares them for future jobs and helps them grow into active, caring members of their communities. These activities can take place in many settings, such as hospitals, long term care homes, community settings, non-profit organizations, government offices, cultural or religious events, and other community activities.

2.0 Definitions

Community Service: Community service is unpaid work done by students to help others or improve their community. It involves activities that address local needs to make a positive impact on society.

Charity: A charity is a non-profit organization that works to help people, animals, or the environment by addressing specific needs or challenges. For example, a student could volunteer at a local food bank, which collects and distributes food to individuals and families facing hunger. By helping with tasks like sorting donations, packing food boxes, or assisting with community meals, students can support those in need.

3.0 Policy

It is the policy of District School Board Ontario North East to foster students in becoming caring, active citizens who contribute to their communities by helping others and making a positive difference. Volunteering in the community allows students to develop important life skills, such as generosity, respect, love, teamwork, leadership, and communication, while fostering a sense of responsibility and empathy. It helps students understand the value of contributing to society and builds connections that strengthen their communities. Encouraging community involvement prepares students to become active, engaged citizens who can make a positive impact now and in the future.



Community Involvement Graduation Requirement

Procedures

- 1.0 All students must complete 40 hours of community involvement/volunteer activities for graduation as required by the Ontario Ministry of Education [Policy/Program memorandum No. 124](#). These activities must be:
 - A minimum of 40 hours of total service;
 - Included in the list of the eligible activities or approved by the school principal;
 - Recorded on the “Record of Community Involvement” form ([Appendix A](#));
 - Completed by the end of Grade 12 in order to be eligible to graduate with an Ontario Secondary School Diploma (OSSD).
- 2.0 The hours spent in the community are meant to encourage students to:
 - Develop awareness and understanding of civic and community responsibility;
 - Understand the role they play in making our communities vibrant and strong;
 - Understand the contributions they make to support and strengthen community;
 - Learn about themselves and their community.
- 3.0 Volunteer hours must take place outside of instructional time. Possible times are:
 - During lunch breaks;
 - Before or after school;
 - During a student's spare;
 - During the evening;
 - During weekends;
 - During summer months.
- 4.0 Students and families should use the following process to plan and complete the community service hours:
 - Students younger than 18 should plan an activity with the help of their family or guardian. The activity should involve service to others. The activity must fit in the categories identified on the DSB1 list of eligible activities.
 - Confirm the details of the activity with the organizer responsible.
 - Complete the “Record of Community Involvement” ([Appendix A](#)) with the proposed activity and seek the principal's or vice-principal's approval for the activity before completing the activity. This ensures that the activity is eligible.
 - Complete the approved activity.
 - Record the activity on the “Record of Community Involvement” form and have the organizer sign to validate the number of hours completed for the activity.
 - Submit the “Record of Community Involvement” form to the office at the school so the hours can be entered on your student record.

COMMUNITY INVOLVEMENT GRADUATION REQUIREMENT - 2

- Repeat the process until a minimum of 40 hours are recorded.

5.0 When planning to complete community service hours, the activity must fit within the following categories and not be on the list of ineligible activities. If there is uncertainty around an activity, the school principal can make the decision on the activity's eligibility. Categories of eligible activities are:

Category of Activities	Examples
Fundraising for Non-Profit Organizations	Includes canvassing, walk-a-thons for community benefit, celebrity games, gift wrapping, gala events, and sales for charitable purposes.
Sports/Recreation for Non-Profit Organizations	Includes coaching, helping to organize Special Olympics, track meets, summer games, or volunteering as a leisure buddy or pool assistant.
Community Events	Includes helping to organize winter carnivals, parades and summer fairs.
Community Projects	Includes participating in organized food drives or support services for community groups, such as 4H Clubs or Welcome Wagon.
Environmental Projects	Includes community gardens, park cleanup, Wetland projects, conservation projects, tree planting, stewardship events, invasive species programs.
Volunteer Work with Seniors	Includes assisting with a seniors' residence, such as serving snacks, helping with activities. Includes visiting a senior, providing food to a senior, or assisting a senior with tasks.
Volunteer Work with Elders	Includes visiting an Elder, bringing or providing food to an Elder, assisting an Elder with tasks.
Committee Work	Includes participation on advisory boards, neighbourhood associations and regional associations.
Religious Activities	Assisting in programs associated with any faith. Can include services for children, child-minding, special events and clerical tasks.
Ceremonial Activities	Includes assisting in the planning of a ceremony or fulfilling a role at a ceremony. For example, helping to plan a Pow Wow and/or assisting at a Pow Wow. Assisting with Diwali, Holi. Can include other ceremonies.
Youth Programs	Includes volunteer assistance with the operation of youth programs such as 4H, Scouts Canada, Girl Guides, Drop-in Centre activities, breakfast programs, March break programs, Leaders in Training, summer playground activities, and camps.
Office/Clerical Work for Non-Profit Organization	Includes volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit.
Work with Animals	Includes volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm.
Arts and Culture	Includes volunteer assistance at a gallery, performing arts production or program, or in a community library program.
Activities for Individuals	Includes any volunteering that helps people who require assistance with shopping, tutoring, light snow removal (no use of a snowblower), housekeeping, writing letters or transcribing.

COMMUNITY INVOLVEMENT GRADUATION REQUIREMENT - 3

	This can also involve hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy.
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6.0 Activities that are ineligible to count towards the 40 hours of community service are:

- Activities that are a requirement of a class;
- Activities that take place during instructional time;
- Activities that contravene the policies and procedures of the organization that is supervising the student's community involvement activities;
- Activities that would normally be performed for wages by a person in the workplace;
- Activities that involve the operation of a vehicle, power tools, or scaffolding;
- Activities that involve the administration of any type or form of medication or medical procedure to other persons;
- Activities that involve the handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Activities that require the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Activities that involve banking, the handling of money, or the handling of valuable items such as jewellery, works of art, or antiques;
- Activities that consist of duties normally performed in the student's home (i.e., daily chores) or personal recreational activities;
- Activities mandated for a court-ordered program (e.g., community-service program for young offenders, probationary program);
- Activities that promote discrimination, harassment, or puts the safety of the student or others at risk.

7.0 Principals, or designate, will:

- Share information about community involvement hours annually with families and students in grades 9 to 12;
- Share information about community involvement hours with students and families of grade 8 students during transition activities. Students and families need to know that hours can be completed during the summer prior to starting grade 9;
- Include information about community involvement hours in the course calendar and on the school website.
- Pre-approve and approve community involvement hours.
- Ensure a student's completed community involvement hours are entered in a students' record and printed on report cards.

Appendices
Appendix A: Record of Community Involvement
References

[Ontario Ministry of Education Policy/Program Memorandum 124: Ontario Secondary School Diploma Requirement: Community Involvement Activities](#)

Eligible Activities

Category	Examples Include
Fundraising for Non-Profit Organizations	canvassing, walk-a-thons for community benefit, celebrity games, gift wrapping, gala events, and sales for charitable purposes.
Sports/Recreation for Non-Profit Organizations	coaching, helping to organize Special Olympics, track meets, summer games, or volunteering as a leisure buddy or pool assistant.
Community Events	helping to organize winter carnivals, parades and summer fairs.
Community Projects	participating in organized food drives or support services for community groups, such as 4H Clubs or Welcome Wagon.
Environmental Projects	community gardens, park cleanup, Wetland projects, conservation projects, tree planting, stewardship events, invasive species programs.
Volunteer Work with Seniors	assisting with a seniors' residence, such as serving snacks, helping with activities. Includes visiting a senior, providing food to a senior, or assisting a senior with tasks.
Volunteer Work with Elders	visiting an Elder, bringing or providing food to an Elder, assisting an Elder with tasks.
Committee Work	participation on advisory boards, neighbourhood associations and regional associations.
Religious Activities	Assisting in programs associated with any faith. Can include services for children, child-minding, special events and clerical tasks.
Ceremonial Activities	assisting in the planning of a ceremony or fulfilling a role at a ceremony. Helping to plan a Pow Wow and/or assisting at a Pow Wow. Assisting with Diwali, Holi. Can include other ceremonies.
Youth Programs	volunteer assistance with the operation of youth programs such as 4H, Scouts Canada, Girl Guides, Drop-in Centre activities, breakfast programs, March break programs, Leaders in Training, summer playground activities, camps.
Office/Clerical Work for Non-Profit Organization	volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit.
Work with Animals	volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm.
Arts and Culture	volunteer assistance at a gallery, performing arts production or program, or in a community library program.
Activities for Individuals	any volunteering that helps people who require assistance with shopping, tutoring, light snow removal (no use of a snowblower), housekeeping, writing letters or transcribing. Can also involve hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy.



District School Board
Ontario North East

APPENDIX A

Record of Community Involvement

STUDENT NAME: _____

GRADE: _____

SCHOOL: _____

Volunteer hours must take place outside of instructional time.

Possible times are:

- During lunch breaks
- Before or after school
- During a student's spare
- During the evening
- During weekends
- During summer months

Students and families should use the following process to plan and complete the community service hours:

- Students younger than 18 should plan an activity with the help of their family or guardian. The activity should involve services to others. The activity must fit in the categories identified on the DSB1 list of eligible activities and examples.
- Confirm the details of the activity with the organizer responsible.
- Complete the "Record of Community Involvement" with the proposed activity and seek the principal's or vice-principal's approval for the activity before completing the activity. This ensures that the activity is eligible.
- Complete the approved activity.
- Record the activity on the "Record of Community Involvement" form and have the organizer sign to validate the number of hours completed for the activity.
- Submit the "Record of Community Involvement" form to the office at the school so the hours can be entered on your student record.
- Repeat the process until a minimum of 40 hours are recorded.

COMMUNITY INVOLVEMENT GRADUATION REQUIREMENT - 5

Community Involvement Activities Tracking

Activity Description	Pre-Approval Signature	Organization/Location	Supervisor's Name & Signature	Date Completed	# of Hours
Ineligible Activities include: (see reverse for Eligible Activities) - is a requirement of a class; - would normally be performed for wages by a person in the workplace; - involves the operation of a vehicle, power tools, or scaffolding; - involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act; - requires the knowledge of a tradesperson whose trade is regulated by the provincial government; - consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities; - involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk. More comprehensive list available in Procedure 1.2.XX				Total Hours:	

 Student Signature

 Date

 Parent/Guardian Signature

 Date

For Office use only:

Completion has been noted on student's record.

 School Official Signature

 Date



Eligible Activities

Category	Examples Include
Fundraising for Non-Profit Organizations	canvassing, walk-a-thons for community benefit, celebrity games, gift wrapping, gala events, and sales for charitable purposes.
Sports/Recreation for Non-Profit Organizations	coaching, helping to organize Special Olympics, track meets, summer games, or volunteering as a leisure buddy or pool assistant.
Community Events	helping to organize winter carnivals, parades and summer fairs.
Community Projects	participating in organized food drives or support services for community groups, such as 4H Clubs or Welcome Wagon.
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Volunteer Work with Elders	visiting an Elder, bringing or providing food to an Elder, assisting an Elder with tasks.
Committee Work	participation on advisory boards, neighbourhood associations and regional associations.
Religious Activities	Assisting in programs associated with any faith. Can include services for children, child-minding, special events and clerical tasks.
Ceremonial Activities	assisting in the planning of a ceremony or fulfilling a role at a ceremony. For example, helping to plan a Pow Wow and/or assisting at a Pow Wow. Assisting with Diwali, Holi. Can include other ceremonies.
Youth Programs	volunteer assistance with the operation of youth programs such as 4H, Scouts Canada, Girl Guides, Drop-in Centre activities, breakfast programs, March break programs, Leaders in Training, summer playground activities, camps.
Office/Clerical Work for Non-Profit Organization	volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit.
Work with Animals	volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm.
Arts and Culture	volunteer assistance at a gallery, performing arts production or program, or in a community library program.
Activities for Individuals	any volunteering that helps people who require assistance with shopping, tutoring, light snow removal (no use of a snowblower), housekeeping, writing letters or transcribing. Can also involve hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy.

Record of Community Involvement

STUDENT NAME: _____

GRADE: _____

SCHOOL: _____

Volunteer hours must take place outside of instructional time.

Possible times are:

- During lunch breaks
- During a student's spare
- During weekends
- Before or after school
- During the evening
- During summer months

Students and families should use the following process to plan and complete the community service hours:

- Students younger than 18 should plan an activity with the help of their family or guardian. The activity should involve service to others. The activity must fit in the categories identified on the DSB1 list of eligible activities.
- Confirm the details of the activity with the organizer responsible.
- Complete the "Record of Community Involvement" with the proposed activity and seek the principal's or vice-principal's approval for the activity before completing the activity. This ensures that the activity is eligible.
- Complete the approved activity.
- Record the activity in the "Record of Community Involvement" and have the organizer sign to validate the number of hours completed for the activity.
- Submit the "Record of Community Involvement" form to the office at the school so the hours can be entered on your student record.
- Repeat the process until a minimum of 40 hours are recorded.

Community Involvement Activities Tracking

Activity Description	Pre-Approval Signature	Organization/Location	Supervisor's Name & Signature	Date Completed	# of Hours
Ineligible Activities include: (see reverse for Eligible Activities) - is a requirement of a class; - would normally be performed for wages by a person in the workplace; - involves the operation of a vehicle, power tools, or scaffolding; - involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act; - requires the knowledge of a tradesperson whose trade is regulated by the provincial government; - consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities; - involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk. - More comprehensive list available in Procedure 1.2.XX				Total Hours:	

 Student Signature

 Date

 Parent/Guardian Signature

 Date

For Office use only:

Completion has been noted on student's record.

 School Official Signature

 Date



Title	Public Education Symposium (PES) Costs
Date	March 4, 2025
Presenter	Lisa Edwards
Strategic Priority	Equity
Background and Information	The cost to the board of the Public Education Symposium (PES) conference 2025 (i.e., travel, accommodation, registration, meals and miscellaneous expenses) is \$14 756.30.
Recommendation	That the Board receive the Public Education Symposium costs.

Chair's Report



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District School Board
Ontario North East

March 4, 2025

DSB1 Chair Pye-Reasbeck Training and Development/Meetings and Events

- February 4th- Meeting of the Board, Strat Plan Meeting, Bylaw review meeting, debriefing
- February 5th- Discipline committee Training with Nadia Tymechemco – Discipline Committee
- February 6th - Trustee Chats
- February 11th- Agenda Setting, meeting with Vice-Chair
- February 18th - Ad hoc Bylaw committee meeting, Meeting of the Board, Trustee Chats.
- February 19th - Parent Involvement Committee (PIC) Meeting
- February 25th - Agenda setting, Meeting with Vice Chair
- February 27th – Mentor Chair meeting, meeting with Vice Chair Byer and VOTE
- March 4th- Meeting of the Board, Strategic Planning Committee Meeting

Post Meeting Evaluation

If you have not had a chance to review the email, please do so, your input is very much appreciated. Thank you to the Trustees that have weighed in to date.

By-law Review Process

Our Bylaw review process continues, the ad hoc Bylaw committee held it's first meeting on Tuesday February 18th, where we reviewed terms of reference, timelines, committee structure etc. The committee provided specific input to guide the work of the by-law review with Sheila MacKinnon.

New Strategic Plan 2025-2029

Our work continues, and as of today we have determined specific priorities and actions for our new strategic plan.

Trustee Professional Learning

Stay tuned for more information regarding the Trustee Professional Learning plan. Thank you to all Trustees for their commitment to the many learning opportunities we have completed to date.

OPSBA Awards

Do you know an amazing trustee, teacher, education worker, school administrator, student or community member who deserves to be recognized for making a difference in their local school or community?

Nominations are now open for the 2025 OPSBA Awards! The Nomination Form can be found here: [Online Nomination Form](#) The nomination deadline for all the awards, except for the Bernardine Yackman Memorial Award, is April 4, 2025, at 4:30 p.m. The nomination deadline for the Bernardine Yackman Memorial Award is June 6, 2025, at 4:30 p.m.

Director's Report



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District School Board
Ontario North East

March 4, 2025

Equity

Our elementary schools are completing the early reading screening for students in Kindergarten Year 2 to Grade 2. Educators are reporting progress in students' learning trajectories. This screening tool, along with further diagnostics tests helps educators tailor supports for students.

Special Education held its first focused information meeting for families of students in our High-Support Programs. The team reviewed the evolution of the portfolio over the last six years, providing context into recent initiatives. This family engagement initiative demonstrates our commitment to serving students with special needs.

Innovation

For the 2025-2026 school year, the four local school boards will share the same school year calendar. This was a common request from our communities through consultation. We are proud of this collaborative effort, which will serve our families and communities well next year.

85% of Grade 9 students earned all four of their credits during the first semester. At this time last year, the credit accumulation rate was 80%. These significant results are due to the hard work of our staff who are supporting schools.

Culture

Golden Avenue Public School has been working with students on the science behind how kindness helps us regulate our emotions. Their learning includes demonstrating kindness towards themselves, their peers, educators and communities.

Our secondary schools are hosting family engagement events to prepare Grade 8 students for the transition to secondary. These events are so important to supporting students and families in this important milestone in their educational journey.

DSB1 Mathematics Action Plan

Implement the Curriculum with Fidelity

Action 1: Support and implement the use of grade level/current curriculum and learning continuums in planning, teaching and assessment.

Progress:

- Students are engaging in grade appropriate learning in their math classes. Math class visits indicate that 96% of educators are using current curriculum expectations in their planning and teaching.
- Educators will continue to engage in building understanding of learning continuums and the alignment of the curriculum for teaching and assessment.

Action 2: Provide and implement resources that align with the curriculum and effective practices in math classes.

Progress:

- Elementary Instructional Coaches are working in priority schools approximately 4 days per week.
- Secondary Math Instructional Coaches are in MTH1W (Gr. 9) classes each week supporting the implementation of the curriculum and the use of visual representations. (75% of Gr. 9 educators participate in learning opportunities.)
- Resources created to support the implementation of the common long-range plans for Grade 1-8 are being used. Some educators are reporting "being behind" but are working on improving the pacing. Currently, 47% of grade 3 and 34% of grade 6 classes are within 1 to 2 weeks of the mid-year target for math learning.

Action 3: Support learning and implementing formative assessment (Exit Tickets) to guide next steps in providing focussed support for students.

Progress:

- Diagnostic assessment continues to be a systematic process at schools to inform the math team of student needs.
- Formative assessment (Exit Tickets) are being used frequently and help to guide the next steps for a lesson or supporting individual students. (88% of Gr. 3 classes, 89% of Gr. 6 classes, 89% of Gr. 9 classes).
- Next steps are to support educators in using Exit Ticket data to implement small group interventions and to re-teach a key concept.

Action 1: Use student achievement data and student work to guide the focus area of professional learning.

Progress:

- Math Achievement Action Plan, the Student Achievement Plan and School Improvement Plans (SIPs) use data to establish professional learning goals.
- All schools are engaging in learning with their School Improvement Plan Math goal; focusing on concepts connected to the Math Achievement Action Plan and Student Achievement Plan.
- Focus area is building the skill of application: professional learning centres on supporting students with problem solving strategies when working with multi-step application problems.

Action 2: Plan, support, engage and monitor professional learning.

Progress:

- A resource of EQAO practice questions has been shared with all Grade 3, 6, and 9 educators. Professional learning with the resource to build understanding of problem solving strategies is in process. (76% of Gr. 3 & 6 educators and 100% of Gr. 9 educators report having a good understanding of how to teach application questions found on the EQAO assessment.)
- Gr. 3 and 6 educators are beginning to use the resource and strategies. Gr. 9 educators began earlier in Semester 1, (51% of students answered application questions correctly) and the explicit teaching of application problem solving strategies has begun for Semester 2.
- Board Math Lead will continue to meet with principals to support with math class visits and identifying evidence of high impact math practices in lessons.
- We have used 40% of our funding to support educators in earning a Math Additional Qualification course.

Know the Mathematics Learner and Be Responsive

Action 1: Use formative assessment to identify student learning needs and implement next steps through intervention work.

Progress:

- DSB1 tiered intervention system continues to be in place; supporting students at all 3 tiers. Tier 3 continues to have Math Facilitators supporting learning gaps with our students achieving level 2.
- 88% of our Gr. 3, Gr. 6 and Gr. 9 educators are using “Exit Tickets” to gather information about student understanding in math and are responding to students’ needs by revisiting a concept for the whole class or working with an individual student.
- A next step is having educators respond to the “Exit Ticket” data by meeting with small groups to address the identified areas of need for those specific students.
- There is a significant growth in the percentage of students achieving provincial standard when comparing the Board-wide diagnostic assessment data to the Board-wide mid-year/end of semester assessment data. (Gr. 3: growth from 5% to 32%, Gr. 6: growth from 2% to 11%, Gr. 9: growth from 15% to 39%).

Action 2: Using digital math tool(s) to help identify student learning needs.

Progress:

- There has been a large increase in the number of educators (Gr.3 - 88%, Gr.6 - 89%, Gr.9 -100%) using a digital math tool for “Exit Tickets” to understand students learning of key math concepts..
- Learning will continue in supporting educators in implementing the use of the digital tool to plan and teach small group interventions in a timely and targeted manner in their classes.



Mental Health & Well-being

Superintendent Pladzyk and Lead Kazienko

March 4th, 2025

Vision

We empower all
learners to
achieve personal
excellence.

Mission

Together, we
inspire innovation
and a passion for
learning.



Our Three Priorities

Culture

Equity

Innovation



Mental Health & Well-being Action Plan 2024-2025



What is a Mental Health & Well-Being Action Plan?

- To facilitate the implementation of our three-year mental health strategy plan (2024-2027)
- Updated annually to reflect the current support initiatives accurately
- Identifies the essential resources, activities, and success metrics required to foster a sense of belonging
- Ensures consistency, quality, scalability, and sustainability across all our schools.

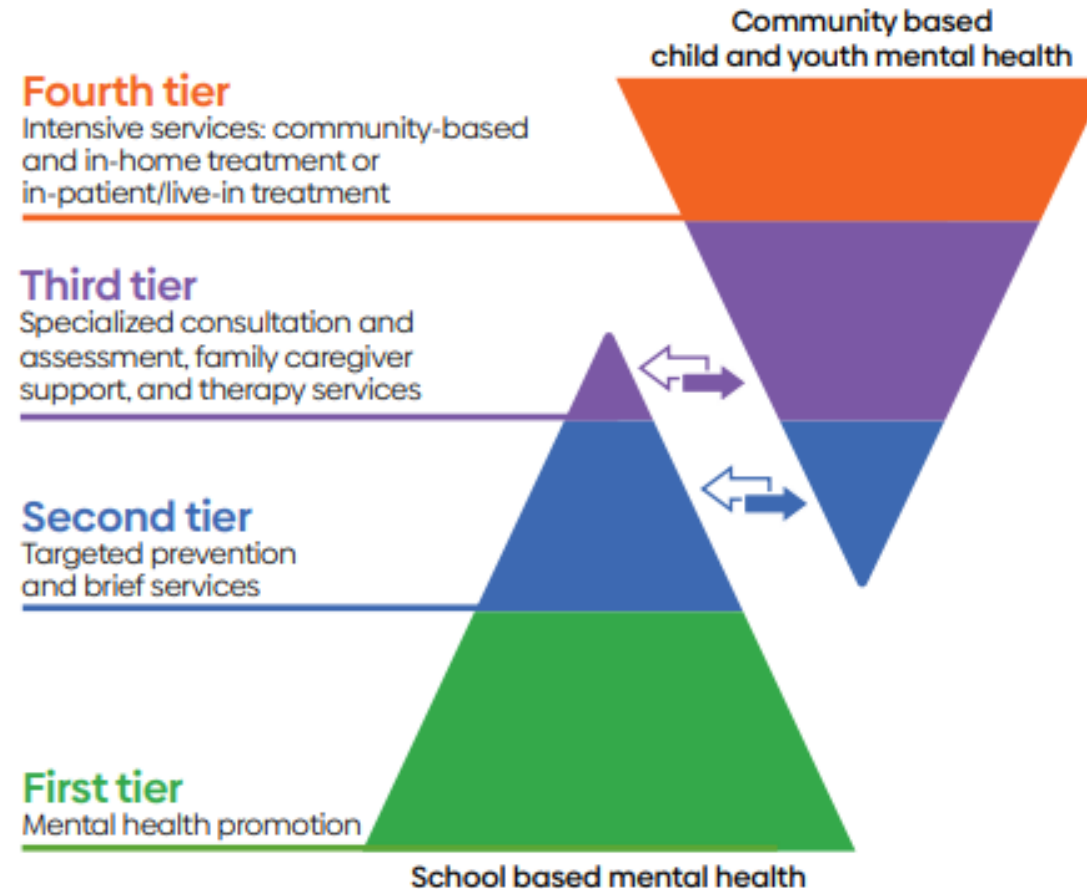


Core Elements of the Mental Health & Well-Being Action Plan 2024-2025

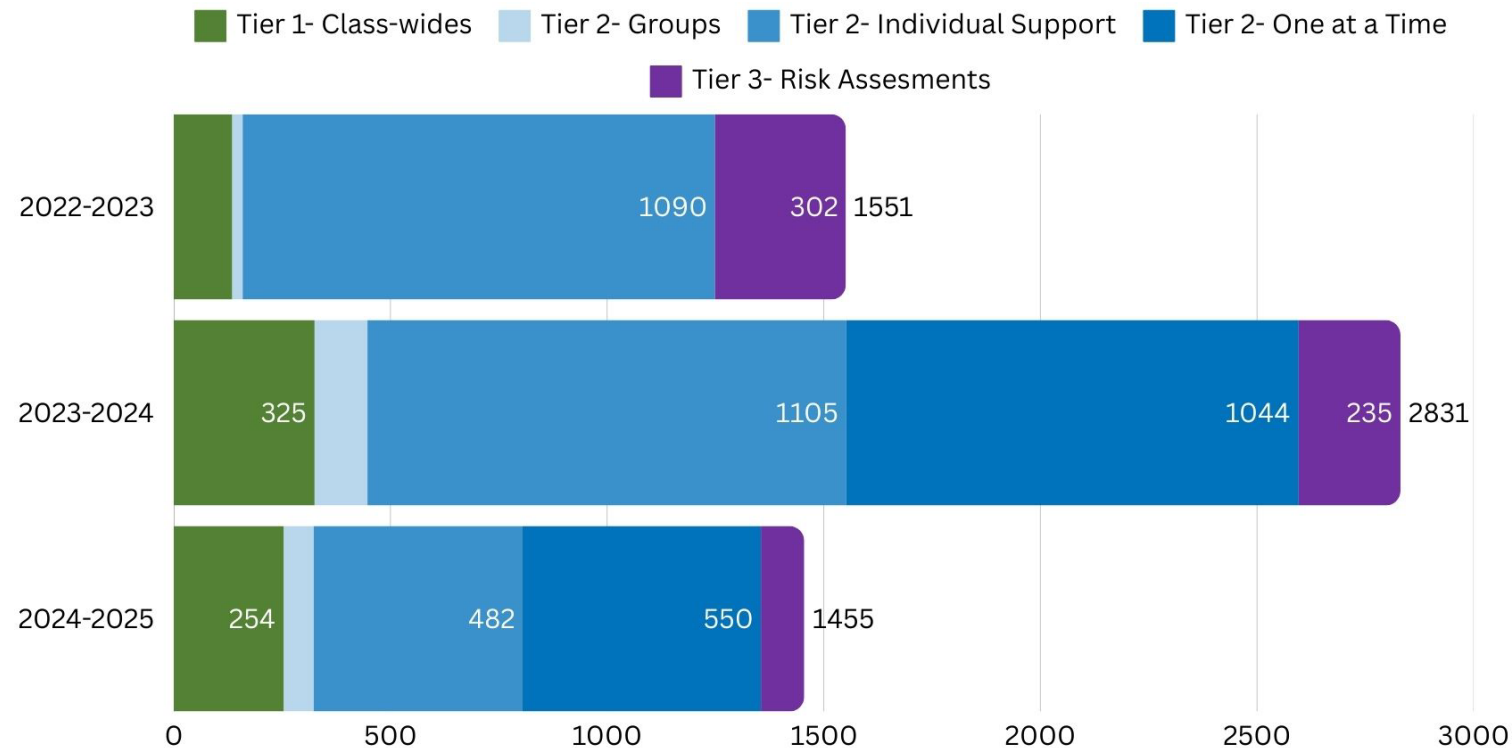
- Assist schools in fostering learning environments that enhance mental health and well-being for everyone.
- Prevent social and emotional challenges.
- Offer students access to high-quality, evidence-based mental health resources and services.
- Equip all DSB1 students and families with tools to support mental health, encourage help-seeking, and build a strong sense of identity and resilience.



How is the Mental Health & Well-Being Action Plan Organized?



Three Years at a Glance



Mental Health Team

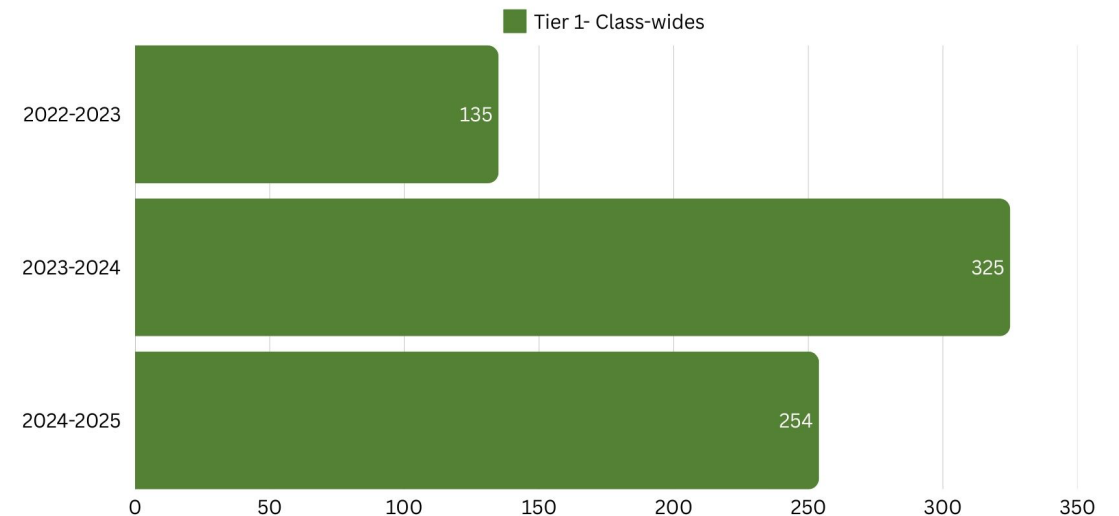
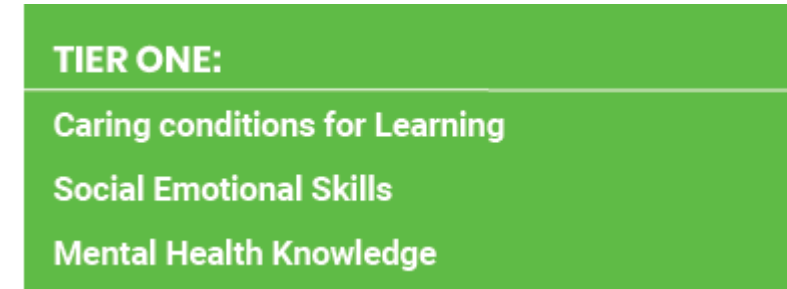


- Child & Youth Workers: **15**
- School Social Workers: **6**
- Attendance Counselors: **3**
- Mental Health Lead



Tier 1: Mental Health Promotion

- Class-wide programs delivery to date: **254**
- Number of Students serviced collectively this year: **3123**
- Top three class-wide programs that have been used this year include:
 1. Everyday Speech
 2. Social Emotional Lessons
 3. Kids Have Stress too - Preschool
- 40% of DSB1 students have engaged in class-wide services



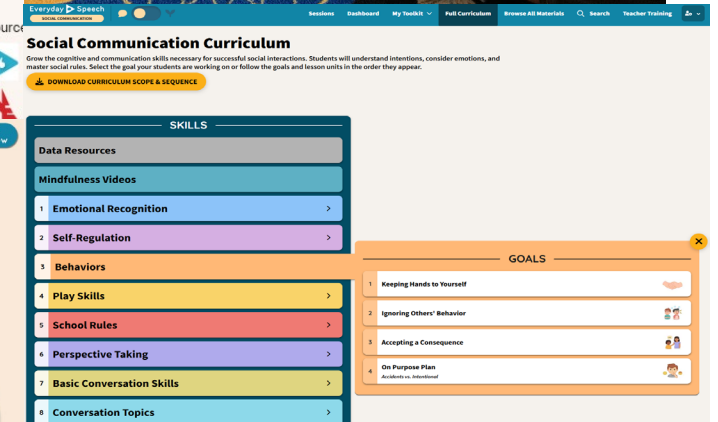
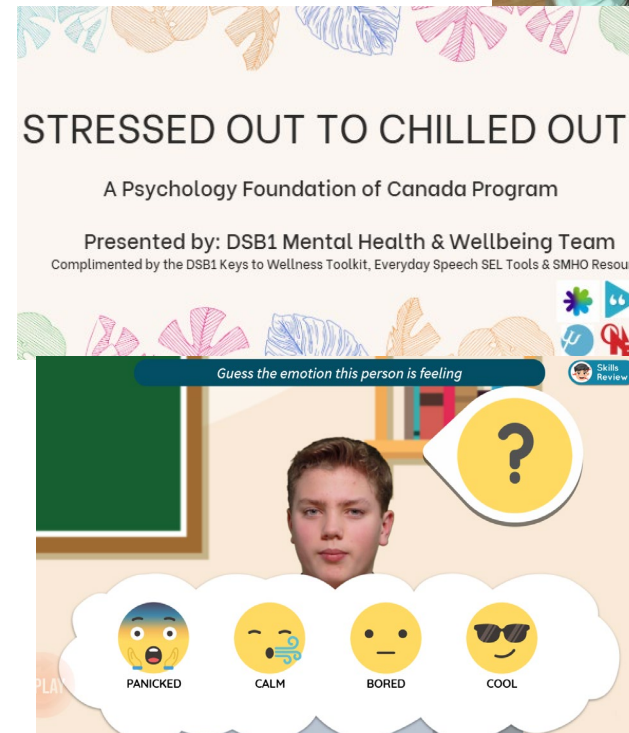
Class-Examples

- MH Lit in Action (GR 9-12)
- MH Lit Grades (GR 7-8)
- Kids Have Stress too (JK/1)
- Stress Lessons (GR 4)
- Everyday Speech
- Keys to Wellbess
- Taming Angry
- Social Emotional Learning (Geared to classroom needs)
- From Stressed Out to Chilled Out (GR 7)
- Roots of Empathy
- Many more...

Mental Health LITERACY MODULES FOR CAREER STUDIES (GLC20)

Module 10.2

KNOWING WHEN, WHERE, AND HOW TO SEEK SUPPORT



District School Board
Ontario North East

Tier 1: Mental Health & Cultivating Healthy School Community

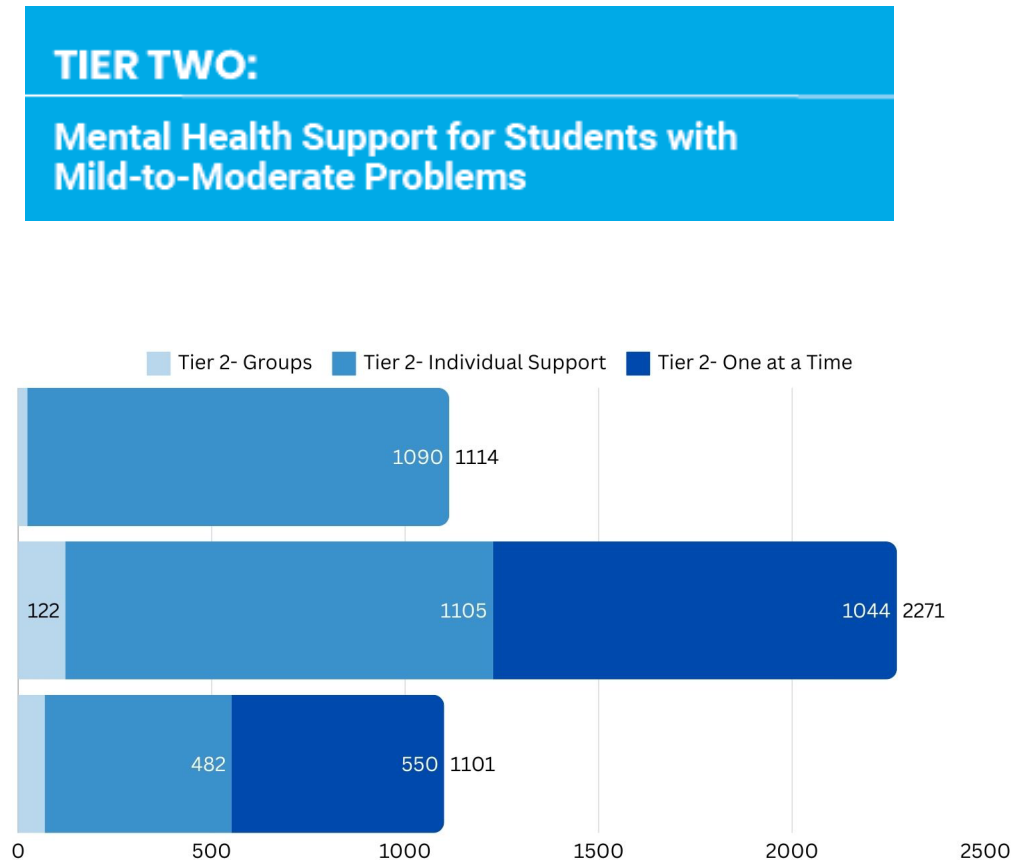
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District School Board
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Tier 2: Targeting Prevention & Brief Services

- Group support delivery to date: **69**
- Number of students served collectively in a group setting: **279**
- Individual support delivery to date: **550**
- One at a Time (single sessions) sessions delivery to date: **482**
- Number of students collectively served individually: **1,032**



Group Examples

- Girl Talk
- Social Emotional Learning Groups
- Keys to Wellness
- Bullying Prevention
- Taming Anger
- Tucker the Turtle
- Boys Group
- Strength-Based Resiliency Training
- Emotional Regulation
- Friendship Building
- Many more...

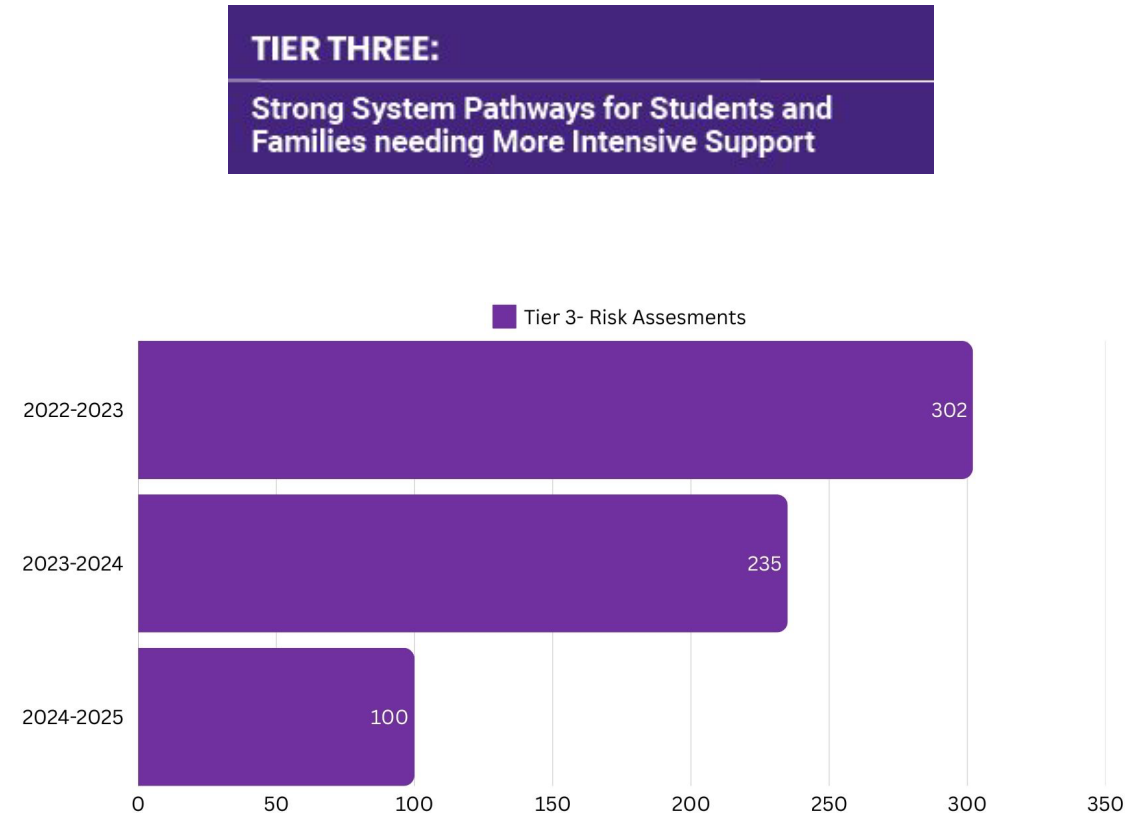


Tier 2: Prevention & Intervention



Tier 3: Intervention & Community Pathways

- Number of risk assessments completed to date: **100**
- From 2023-2024, there was a decrease in number of risk assessments by **25%** compared to the year prior



Moving Forward

**Key Elements we have
prioritized for next year's
2025-2026 action plan:**

- Leadership and agency among students
- Mental health awareness and reducing stigma
- Promotion of mental health pathways
- Early detection and support for students
- Prevention and timely intervention
- Family and engagement and enhancing resources

Mental Health Action Plan

DBS1's 2024-2025 Mental Health & Well-Being Action Plan is publicly available on our board website.

[Home](#)
[Schools](#)
[Board Info](#)
[Programs & Services](#)
[Careers](#)
[More](#)

[Mental Health and Well-being » Mental Health Strategy](#)

Mental Health Strategy

At District School Board Ontario North East (DSB1), we understand that mental health and well-being are fundamental to student success and affect academic achievement as well as social and emotional development.

Our current Mental Health Strategy builds on two previous strategies and is informed by provincial and local data, DSB1 staff, student, family, and stakeholder voices.

The Mental Health Strategy continues to focus on fostering and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners following an evidence-based, tiered approach to intervention to support students.

[Click here to view the Mental Health Strategy Overview](#)

[Mental Health and Well-being](#)
[Keys to Wellness](#)
[Programs and Initiatives](#)
[Get Help](#)
[Mental Health Strategy](#)



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Merci

Thank you

