



Director Performance Appraisal Committee

Tuesday, October 7, 2025
Following Meeting of the Board

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AGENDA

Item	Topic	Presenter
1.0	Call to Order	
	Motion: THAT this Director Performance Appraisal Committee resolve into a committee of the whole.	
1.2	Approval of the Agenda	
	Motion: THAT the agenda for the Director Performance Appraisal Committee Meeting dated October 7, 2025, be approved.	
1.3	Declaration of Conflict of Interest	
	Trustees Declaring a conflict must do so in writing in the log kept in the Chair's office.	
	Trustees declaring a conflict are to disconnect from Microsoft Teams or leave the Board room 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.	
2.0	Director Performance Appraisal	Director Dye
2.1	Director Performance Plan	
3.0	Other Business	
4.0	Rise	
	Motion: THAT this Director Performance Appraisal Committee now rise	



Employee's Name:	Lesleigh Dye	Cycle:	Full
Position/Title:	Director	Initial Meeting	June 10, 2024
Review Period:	June 2025 to June 2026	Mid-Term Review Date	
Committee Members:	Howard Archibald, Jonathan Byer, Dennis Draves, Crystal Hewey (Committee Chair), Cindy Pye Reasbeck, Brian Peever and Doug Walsh		

Goals (identified in Regulation 83/24)	Actions July 2025 to June 2026	Timelines and Strategies July 2025 to June 2026	Indicators of Success Results/ Progress on results/Results achieved
(i). Advance the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23 1. Achievement of learning outcomes in core academic skills. 2. Preparation of students for future success. 3. Student engagement and well-being.	Decrease student persistent absenteeism rate, K to 12, from 43.93% to below 40% (2021-2022 was 62.81%)	September/October: Finalize DSB1 Attendance Support Pyramid, ensure there is an attendance team at each school and continue to monitor attendance daily November/December: Ensure research-based strategies are being used in all schools and consider providing additional supports to schools based on revised estimates January to June: Continue to monitor daily and have school leaders share their successes at Leadership Meetings	Persistent absenteeism rate will be below 40%



	A new Grade 3 reading assessment will be created and there will be a 3% increase from the September to January and from January to April. In total, a 6% increase throughout the year. Our 2025-2026 primary reading goal is 55% of student will achieve Level 3 and 4 on the EQAO assessment.	September: A new Grade 3 reading assessment will be created by the Learning and Teaching Team. The first assessment will be completed which will establish a baseline. October to December: Schools will work on the areas of growth identified on narrative and informational texts and include EQAO-style questions (multiple choice, drag and drop, drop-down menu, open-response). January: Second assessment implemented and analyzed. February to April: Schools will continue to work on areas of growth from the second assessment. April: Third assessment will be completed. Focussed work will be done to prepare for the May EQAO assessment.	There will be a 3% gain between September 2025 and January 2026.
(iii). Promote a healthy and inclusive workplace with effective systems for staff selection and oversight	Continue to implement an effective onboarding process for all staff	September: Determine the greatest areas of need for onboarding (e.g., custodians, office staff, EAs, teachers) October/November: Gather input from union presidents about the components of effective onboarding December/January: draft onboarding process for input. Share with various	Draft process will be created by January 2026.



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		groups including Leadership Team and union presidents. February: Implement onboarding process. May/June: Gather input and revise onboarding process for 2026-2027.	
(iv). Create and maintain respectful and collaborative relationships with students, parents, staff, school board communities, community partners and stakeholders, Ministry staff and the Minister	<i>Find more ways to provide transparency and two-way communication</i>	September: Create a “Communication Committee” for interested staff members, improve communication with union presidents through Collaborative Professionalism, visit with interested staff during school visits and reflect to act on Belonging survey data from June 2025 October: Implement DSB1 Everyday Heroes by which staff can nominate one another November/December: Continue to visit with interested staff, implement strategies from Communication Committee January to June: Reflect on what steps need to be in place until the end of the year	Generate themes from committee and staff conversations, implement new strategies to engage with staff
(v). Demonstrate leadership that maintains or improves the reputation of and public confidence in the board	Assist in the creation of the new transportation consortium for all four boards in North East Ontario	June to September: Continue to meet with co-terminus directors/SBOs to map out necessary details to incorporate September/October: Incorporate which includes creation of by-laws	Creation of new consortium by October 2025 to implement routes for September 2026



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		November to January: Hire executive director February to June: support the new executor director in the creation of the new consortium	
(vi). Ensure compliance with applicable laws, Ministry policies and guidelines and board mandates	<i>Strengthen trustee's involvement in their governance role</i>	September: Review the board assessment and compare to the suggestions from OESC, make revisions and finalize June to September: Continue to work with Sheila MacKinnon to bring draft by-laws to the By-law committee October to December: bring the new by-laws to the board for consideration with final approval in December 2025. January/February: Change trustee expenses/code of conduct to policies through a committee to gain input from trustees. March: Bring for final approval	By-law committee will engage in productive discussions regarding new by-laws

Ministry Requirements Section 2

Identification of leadership competencies and practices needed to achieve the goals set out in paragraph/part 1 and actions that the director of education shall implement during the evaluation cycle to improve at least one of those competencies or practices. *N.B. The leadership competencies and practices identified here shall be described in accordance with any guideline issued by the Minister under subsection 287.6 (1) of the Act.*



Competency	Actions to further develop/improve competency

Ministry Requirements Section 4

Any additional appraisal elements determined by the committee with input from the director of education and if the additional appraisal elements include additional goals, a list of the actions that the director of education will implement during the evaluation cycle to achieve those goals.

Committee's Comments / Feedback

Committee Chair provides draft performance appraisal report to the director of education. Committee Chair and at least one other member of the committee reviews the report with the director and provides the director opportunity to respond. The committee finalizes the report, with feedback from the board and the director, as well as from the survey, and provides the final appraisal report to the board and the director. The director and the chair of the committee shall each sign the performance plan and each shall retain a copy for at least six years.



Rating and Signatures

Overall Rating Please check:

- ☐ Meets all expectations
- ☐ Meets most expectations
- ☐ Meets some expectations
- ☐ Does not meet expectations

Committee Chair's Signature

Date

Director's Signature

Date