



Meeting of the Board

Tuesday, February 3, 2026, at 6:15 p.m.
Schumacher Board Office and Microsoft Teams Meeting

AGENDA

Item	Topic	Presenter	Page
1.0	Call to Order		
1.1	Territorial Acknowledgement		
1.2	Quorum		
	Motion:		
	THAT the Board approve the absence of the following Trustees from the February 3, 2026, meeting of the Board:		
1.3	Approval of the Agenda		
	Motion: THAT the Board approve the agenda for the Meeting of the Board dated February 3, 2026.		
1.4	Declaration of Conflict of Interest		
2.0	Consent Agenda		
2.1	Minutes of the Meeting of the Board held January 13, 2026		3
2.2	Draft 2026-2027 School Year Calendar		7
	Motion: THAT the Board approve the consent agenda		
3.0	Items for Information Only		
4.0	Unfinished Business		
5.0	Chair's Report		9
6.0	Board Committee Reports		
6.1	Governance and Policy Committee: Draft Terms of Reference		10
	Motion: THAT the Board approve the Trustee Standing Committee Terms of Reference		
7.0	Director's Report		27
8.0	Staff Reports		
8.1	Strategic Plan Vignette	Communications Manager Denis	
8.2	Strategic Plan Monitoring of Goals and Actions & Report		28
9.0	Student Trustee Report		
10.0	Reports from Advisory Committees and Statutory Committees		
11.0	Other Business		
11.1	OPSBA Public Education Symposium Trustee Reports: Trustee Walsh		48
12.0	Trustee Motions for Consideration (Introduced at a Previous Meeting)		

13.0 Trustee Notices of Motion (Discussion for Next Meeting)**14.0** Correspondence / Announcements

14.1	Letter: January 14, 2026, from Algonquin & Lakeshore Catholic District School Board to Board Chairs re: Strengthening Our Commitment to Food Security for All	52
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15.0 Items for Future Meetings

15.1	April 2026: Strategic Plan Monitoring of Goals
15.2	September 2026: Strategic Plan Year-end Monitoring of Goals and Actions

16.0 Adjournment

Motion: THAT we do now adjourn



Meeting of the Board

Tuesday, January 13, 2026, at 6:15 pm
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

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

EXCUSED TRUSTEE ABSENCES

NIL

STUDENT TRUSTEES PRESENT

Sawsan Alahmed
Andrew Cull

STUDENT TRUSTEES ABSENT

Summer Nickoshie

ADMINISTRATION PRESENT

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



CALL TO ORDER

The Closed Session was called to order at 6:02 p.m. by Vice-Chair Hewey

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.

9349-26 BRUSH

THAT this committee now rise and report to the Board

CARRIED

The Regular Session was called to order at 6:15 p.m. by Chair Byer

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.

QUORUM

9350-26 PEEVER / POCHOPSKY

THAT the Board approve the absence of Trustee Draves from the December 2, 2025, meeting of the Board.

CARRIED

9351-26 HEWEY / WALSH

THAT the board approve the absence of Student Trustee Nickoshie from the January 13, 2026, meeting of the Board

CARRIED

APPROVAL OF THE AGENDA

9352-26 PYE-REASBECK / PEEVER

THAT the Board approve the agenda for the Meeting of the Board dated January 13, 2026

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

9353-26 WIWCHAR / HEWEY

THAT the Board approve the consent agenda

CARRIED

ITEMS FOR INFORMATION ONLY

3.1 Minutes of the Audit Committee Meeting held September 29, 2025

3.2 Minutes of the Parent Involvement Committee Meeting held December 11, 2024



- 3.3 Minutes of the Joint Transportation and Governance Committee Meeting held September 22, 2025
- 3.4 Leadership Team Updates
- 3.5 Draft 2026-2027 School Year Calendar

UNFINISHED BUSINESS

NIL

CHAIR'S REPORT

BOARD COMMITTEE REPORTS
9354-26 ARCHIBALD / HEWEY

THAT the Board approve the Trustee Committee Structure

CARRIED

DIRECTOR'S REPORT

STAFF REPORTS

8.1 Strategic Plan Vignette

8.2 Independent Auditor's Report and Consolidated Financial Statements

9355-26 BRUSH / PEEVER

THAT the Board approve the Independent Auditor's Report and Consolidated Financial Statement.

CARRIED

STUDENT TRUSTEE REPORT

Student Trustee Alahmed provided an update on the progress of the Student Senate projects and the postponement of the next meeting due to exams. Student Trustees will be attending the OSTA-AECO Education Action Conference in Ottawa on February 19-22, 2026.

REPORTS FROM ADVISORY COMMITTEES AND STATUTORY COMMITTEES

NIL

OTHER BUSINESS

NIL

TRUSTEE MOTIONS FOR CONSIDERATION (Introduced at a Previous Meeting)

NIL

TRUSTEE NOTICES OF MOTION (Discussion for Next Meeting)

NIL

CORRESPONDENCE / ANNOUNCEMENTS

NIL



ITEMS FOR FUTURE MEETINGS

- 15.1 February 2026: Strategic Plan Monitoring of Goals and Actions
- 15.2 April 2026: Strategic Plan Monitoring of Goals
- 15.3 September 2026: Strategic Plan Year-End Monitoring of Goals and Actions

ADJOURNMENT

9356-26 WALSH / MEUNIER

THAT we do now adjourn

CARRIED

The meeting was adjourned at 6:54 p.m.

SECRETARY OF THE BOARD

CHAIR OF THE BOARD



Title	2026-2027 School Year Calendar
Date	February 3, 2026
Presenter	Director Dye
Strategic Priority	Equity
Background and Information	A consultation survey was circulated to staff, families, and community members between November 2025 and January 2026. The draft calendar was posted publically in December 2025. The data collected informed the creation of the draft school year calendar in collaboration with Northeastern Catholic District School Board and Conseil scolaire public du Nord Est.
Recommendation	THAT the Board approve the draft 2026-2027 school year calendar.

Ontario School Year Calendar 2026 – 2027 **Final**

LEGEND



Statutory Holiday



Board Designated Holiday



Ontario Day (School Day)

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31 P					1	0	
September		1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28 P	29	30			1	20	
October				1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30	1	20	
November	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30					1	20	
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B			14	
January					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 E	26 E	27 E	28 E	29 P	1	19	4
February	1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26							19	
March	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31				16	
April				1	2	5	6	7	8	9	12	13	14	15	16 P	19	20	21	22	23	26	27	28	29	30	1	21	
May	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31						20	
June		1 O	2	3	4	7	8	9	10	11 P	14	15	16	17	18 E	21 E	22 E	23 E	24 E	25 E	28	29	30			1	18	6
July				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		0	
TOTAL																										7	187	10

This calendar has 98 total days semester 1 and 96 total days Semester 2.



Chair's Report

February 3, 2026

Achieve: Uphold high expectations in diverse learning and working environments.

District School Board Ontario North East Governance Bylaw outlines that each Committee Chair, or Vice-Chair acting in their absence, must deliver a formal report to the Board at the next scheduled Meeting of the Board following their committee meeting.

As outlined in Section 2.4.1(e) of the *DSB1 Governance Bylaw*, the Committee Chair:

"...with the assistance of assigned staff, puts forward minutes and recommendations to the Board in the form of a written report on behalf of the Committee."

In addition, Section 4.3.1 of the Bylaw reinforces that committees are not decision-making bodies and must present recommendations to the Board for final approval. These recommendations are to be submitted through the required Committee Report, ensuring transparent governance and proper inclusion in the Board's Official Record.

Reports must include:

- Approved minutes
- Recommendations requiring Board approval
- Information items for the Board's awareness

As required under the Bylaw, these materials will be included in the Board agenda package and the Official Record.

The following schedule outlines currently scheduled Committee Meetings, Report Due Dates, and corresponding Meeting of the Board where the Committee Chair's report must be presented. A revised schedule will be distributed as Committee Meetings are scheduled.

Committee	Meeting Date	Report Due	Meeting of the Board
Special Education Advisory Committee (SEAC)	February 4, 2026	March 24, 2026	April 7, 2026
Parent Involvement Committee (PIC)	February 25, 2026	March 24, 2026	April 7, 2026
Special Education Advisory Committee (SEAC)	March 4, 2026	March 24, 2026	April 7, 2026
Indigenous Peoples' Advisory Committee (IPAC)	March 9, 2026	March 24, 2026	April 7, 2026
Special Education Advisory Committee (SEAC)	April 8, 2026	April 21, 2026	May 5, 2026
Parent Involvement Committee (PIC)	April 22, 2026	May 19, 2026	June 2, 2026
Indigenous Peoples' Advisory Committee (IPAC)	May 4, 2026	May 19, 2026	June 2, 2026
Special Education Advisory Committee (SEAC)	May 6, 2026	May 19, 2026	June 2, 2026



District School Board Ontario North East (DSB1) Trustee Committees

STANDING COMMITTEES: Established by the Board to perform a continuing function.

- Governance and Policy
- Finance and Property
- Student Achievement and Well-Being

STATUTORY COMMITTEES: Set out in the Education Act

- Audit Committee (Ontario Regulation 361/10)
- Director of Education Performance Appraisal Committee (Ontario Regulation 83/24)
- Parent Involvement Committee (Ontario Regulation 612/00)
- Special Education Advisory Committee (Ontario Regulation 464/97)
- Student Discipline Committee (Education Act, s.309 (12), and s.311.3(9))
- Supervised Alternative Learning Committees (Ontario Regulation 374/10)

ADVISORY COMMITTEES

- ☐ Indigenous Peoples' Advisory (IPAC)
- ☐ TriBoard Joint Transportation and Governance

DELEGATES

- ☐ OSBIE Voting Delegate (Trustee Draves)
- ☐ OPSBA (Trustee Pochopsky)



GOVERNANCE AND POLICY

Committee Type:	Standing
Membership:	Five (5) Trustees
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Two (2) Year Term
Quorum Requirement:	A majority of members
Meeting Frequency:	At least four (4) meetings per school year
Reporting Structure:	Directly to the Board of Trustees
Administrative Responsibility:	Director of Education
Applicable Legislation/Policies:	Education Act DSB1 By-Law
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	



GOVERNANCE AND POLICY COMMITTEE MANDATE

- to consider and make recommendations to the Board regarding the development, review, revision or elimination of Board policy
- to monitor, prioritize as required, and make available to the public a list of Board policies scheduled for review, based on a four-year cycle, concurrent with the trustees' term of office
- where applicable, to discuss and, receive for information purposes only, Board procedures related to the committee's work
- to entrust the implementation of Board policy, through operational procedures, to the Director of Education
- to implement a policy development and review process that incorporates specific methods to obtain input from the educational community to inform the Board's policy direction
- to ensure that relevant Board policy changes, including the development of new policies, will be communicated broadly to the educational community with related rational and supporting documentation, including Board procedures (where applicable) and information about how the policy direction aligns with the Board's Multi-Year Strategic Plan and student learning
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to provide all members of the DSB1's educational community with an opportunity to provide input to the Committee ~~so that its decision-making process and any subsequent~~
- to consider and make recommendations to the Board regarding the addition, amendment, repeal or replacement of the DSB1 By-Law
- to ~~receive consider~~ delegations, ~~as scheduled,~~ in accordance with the DSB1 By-law



FINANCE AND PROPERTY

Committee Type:	Standing
Membership:	Five (5) Trustees
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Two (2) Year Term
Quorum Requirement:	A majority of members
Meeting Frequency:	Monthly
Reporting Structure:	Directly to the Board of Trustees
Administrative Responsibility:	Superintendent of Business
Applicable Legislation/Policies:	
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	



FINANCE AND PROPERTY COMMITTEE MANDATE

- to provide oversight for physical planning, finance and building matters
- to review and make recommendations to the Board for short and long-term accommodation
- to review and make recommendations to the Board for new schools and additions
- to review and make recommendations to the Board to change school boundaries and school organizations
- to review and make recommendations to the Board for major maintenance, repair, retrofit and replacement projects
- to review and make recommendations to the Board for an Annual Accessibility Plan including measures to identify, remove and prevent barriers for people with disabilities
- to review and make recommendations to the Board pertaining to studies or investigations on matters regarding the planning of school facilities, such as various demographic studies demonstrating a need for accommodation
- to review and make recommendations to the Board to purchase, sell or lease sites or facilities through Agreements of Purchase and Sale
- to review and make recommendations to the Board to enter into agreements with other organizations and agencies to use school facilities such as Joint Use Agreements with Municipalities
- to review and make recommendations to the Board regarding financial matters and the development of the Board's annual capital and operating budgets
- to receive Monthly Vandalism Reports by school location including description, estimated loss or cost to repair/replace
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to consider delegations in accordance with the DSB1 By-law



STUDENT ACHIEVEMENT AND WELL-BEING

Committee Type:	Standing
Membership:	Five (5) Trustees
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Two (2) Year Term
Quorum Requirement:	A majority of members
Meeting Frequency:	At least four (4) meetings per school year
Reporting Structure:	Directly to the Board of Trustees
Administrative Responsibility:	Director of Education
Applicable Legislation/Policies:	
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

STUDENT ACHIEVEMENT AND WELL-BEING COMMITTEE MANDATE

- to consider matters related to learning, achievement, equity and well-being of all DSB1 students
- to review programs, processes and Ministry plans (e.g., Student Achievement Plan (SAP) and Math Action Plan (MAP) to examine disparities in outcomes as they relate to student achievement and well-being for students who are most marginalized
- to consider staff reports regarding proposed interventions and other processes to address disparities in learning outcomes
- to consider staff reports regarding the effectiveness of student programs
- to consider recommendations for new programs
- to consider reports on educational programs from an equity, inclusion and anti-oppression lens
- to consider reports regarding staffing needs related to student programs and associated budget implications
- to be aware of the programs provided to support student achievement and well-being, including curricular and co-curricular choice for students available in the Board's schools
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to consider delegations in accordance with the DSB1 By-law



AUDIT COMMITTEE	
Committee Type:	Statutory
Membership:	Elected members: Three (3) Trustees Non-elected members: Two External Members as prescribed by Ontario Regulation 361/10
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board. Both elected and non-elected members are eligible for these positions.
Term of Appointment:	Trustee Members Appointed for One-Year Term at the Board's Organizational Meeting. Non-elected Members are Appointed for a Three-Year Term and are not to serve more than two consecutive terms, unless no other suitable candidates are found, as prescribed by Ontario Regulation 361/10 Section 3(1)2.
Quorum Requirement:	A majority of members, including at least one non-elected member
Meeting Frequency:	At least three (3) meetings per school year
Reporting Structure:	Reports directly to the Board of Trustees
Administrative Responsibility:	Director of Education
Applicable Legislation/Policies:	Ontario Regulation 361/10 Internal Audit Charter
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	



AUDIT COMMITTEE MANDATE

- to assist Board Members to fulfill their oversight responsibilities as they relate to the financial reporting process and the internal structure and to maintain, by way of regularly scheduled meetings, direct lines of communication among Board Members, financial management, and internal and external auditors
- to review an annual report regarding Municipal Freedom of Information and Protection of Privacy Requests submitted to DSB1
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies
- The Audit Committee has the following duties related to the Board's financial reporting process:
 - Review with the Director of Education, the Superintendent of Business and the external auditor the Board's financial statements, with regard to the following:
 - Relevant accounting and reporting practices and issues.
 - Complex or unusual financial and commercial transactions of the Board.
 - Material judgments and accounting estimates of the Board.
 - Any departures from the accounting principles published from time to time by the Canadian Institute of Chartered Accountants that are applicable to the Board.
 - Review with the Director of Education, the Superintendent of Business and the external auditor, before the results of an annual external audit are submitted to the Board:
 - The results of the annual external audit.
 - Any difficulties encountered in the course of the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
 - Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.
 - Any significant disagreements between the external auditor and the Director of Education or the Superintendent of Business and how those disagreements were resolved.
 - Review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
 - Recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
 - Review with the Director of Education, the Superintendent of Business and the external auditor all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
 - Review with the external auditor material written communications between the external auditor and the Director of Education or the Superintendent of Business
 - Ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
 - Ask the external auditor about any other relevant issues (O. Reg. 361/10, s. 9 (1)).
- The Audit Committee has the following duties related to the Board's internal controls:
 - Review the overall effectiveness of the Board's internal controls.
 - Review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
 - Discuss with the Board's officials the Board's significant financial risks and the measures the officials have taken to monitor and manage these risks (O. Reg. 361/10, s. 9 (2)).



District School Board Ontario North East

- The Audit Committee of a Board has the following duties related to the Board's internal auditor:
 - Review the internal auditor's mandate, activities, staffing and organizational structure with the Director of Education, the Superintendent of Business and the internal auditor.
 - Make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
 - Ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
 - Review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
 - Review the effectiveness of the internal auditor, including the internal auditor's compliance with the document International Standards for the Professional Practice of Internal Auditing, as amended from time to time, published by The Institute of Internal Auditors and available on its website.
 - Meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
 - Review with the Director of Education, the Superintendent of Business and the internal auditor:
 - Significant findings and recommendations by the internal auditor during the fiscal year and the responses of the Board's staff to those findings and recommendations.
 - Any difficulties encountered in the course of the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information.
 - Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit (O. Reg. 361/10, s. 9 (3)).
- The Audit Committee has the following duties related to the Board's external auditor:
 - Review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
 - Review the external auditor's audit plan, including:
 - The external auditor's engagement letter.
 - How work will be co-ordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
 - The use of independent public accountants other than the external auditor of the Board.
 - To review and confirm the independence of the external auditor.
 - Meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.
 - Resolve any disagreements between the Director of Education, the Superintendent of Business and the external auditor about financial reporting.
- The Audit Committee has the following duties related to the Board's compliance matters:
 - Review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the Board's Director of Education, supervisory officers or other persons employed in management positions to address the non-compliance.
 - Review any significant findings of regulatory entities, and any observations of the internal or external auditor related to those findings.
 - Review the Board's process for communicating any codes of conduct that apply to Board members or staff of the Board to those individuals and the Board's process for administering those codes of conduct.
 - Obtain confirmation by the Board's Director of Education and supervisory officers that all statutory requirements have been met (O. Reg. 361/10, s. 9 (5)).



District School Board Ontario North East

- The Audit Committee has the following duties related to the Board's risk management:
 - Ask the Board's Director of Education, the Superintendent of Business, the internal auditor and the external auditor about significant risks, to review the Board's policies for risk assessment and risk management and to assess the steps the Director of Education and the Superintendent of Business have taken to manage such risks, including the adequacy of insurance for those risks.
 - Initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing (O. Reg. 361/10, s. 9 (6)).
- The Audit Committee of the Board shall report to the Board annually and at any other time that the Board may require a report on the Committee's performance of its duties (O. Reg. 361/10, s. 9 (7)).

DRAFT



DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL (DPA)

Committee Type:	Statutory
Membership:	Up to Seven (7) Trustees
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Trustee Members Appointed for One-Year Term at the Board's Organizational Meeting.
Quorum Requirement:	Simple majority
Meeting Frequency:	At least four (4) meetings per school year
Reporting Structure:	Reports directly to the Board of Trustees
Administrative Responsibility:	Director of Education
Applicable Legislation/Policies:	https://www.ontario.ca/laws/regulation/r24083
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

DIRECTOR PERFORMANCE APPRAISAL COMMITTEE MANDATE

- to meet with the Director as prescribed in the regulation (O. Reg. 83/24)
- to provide feedback to the Director
- to seek input from all Board members into the final appraisal
- to seek input from all stakeholders every second year
- to provide a final written appraisal to the Director
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under regulation and related policies
- it is the responsibility of the Chair of the Director Performance Appraisal Committee to provide written confirmation to the Minister that the performance appraisal for the interim or full evaluation cycle, as applicable, has been conducted and that the final performance appraisal report has been adopted by board resolution.



PARENT INVOLVEMENT COMMITTEE (PIC)

Committee Type:	Statutory
Membership:	Elected members: One (1) Trustee and One (1) Alternate Trustee Non-elected members: Parents and Community Member
Election of Committee Chair and Vice-Chair:	At the first PIC meeting of the year
Term of Appointment:	Trustee Members Appointed for One-Year Term at the Board's Organizational Meeting. Other Members Prescribed by Regulation
Quorum Requirement:	When more than half of the membership is in attendance and parent members are in the majority.
Meeting Frequency:	Minimum of four times
Reporting Structure:	Reports directly to the Board of Trustees
Administrative Responsibility:	Superintendent of Schools with PIC Responsibilities
Applicable Legislation/Policies:	<u>Regulation 612/00, School Councils and Parent Involvement Committees</u> <u>Parent Involvement Committee By-Law</u>
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

PARENT INVOLVEMENT COMMITTEE MANDATE

- to support and enhance parent engagement to improve student achievement and well-being and to provide related information and advice to the Board
- to communicate and provide support to DSB1's School Councils
- to work with school councils and parents/guardians to help parents/guardians of DSB1 students support their children's learning at home and at school
- to identify and reduce barriers to parent engagement
- to help ensure that schools create a welcoming environment for parents
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Committee Type:	Statutory
Membership:	Elected members: One (1) Trustee and One (1) Alternate Trustee Non-elected members: Association Members Prescribed by Regulation not exceeding 12 representatives
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Trustee Members Appointed for One-Year Term at the Board's Organizational Meeting. Other Members Prescribed by Regulation
Quorum Requirement:	A majority of members
Meeting Frequency:	At least ten (10) times per school year
Reporting Structure:	Reports directly to the Board of Trustees
Administrative Responsibility:	Superintendent of Schools with Special Education Responsibilities.
Applicable Legislation/Policies:	Regulation 464/97, Special Education Advisory Committees
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

SPECIAL EDUCATION COMMITTEE MANDATE

- to consider and make recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services for exceptional students
- to participate in the Board's annual review of its Special Education Plan
- to participate in the Board's budget development process and to review financial statements related to special education programs and services
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies



SUPERVISED ALTERNATIVE LEARNING COMMITTEE (For Excused Pupils)

Committee Type:	Statutory
Membership:	Elected members: One (1) Trustee and One (1) Alternate Trustee Non-elected members: Other Members Prescribed by Regulation
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Trustee Members Appointed for One-Year Term at the Board's Organizational Meeting. Other Members Prescribed by Regulation
Quorum Requirement:	
Meeting Frequency:	Monthly
Reporting Structure:	Authorized to make decisions regarding Supervised Alternative Learning for DSB1 Students
Administrative Responsibility:	Superintendent of Schools with Supervised Alternative Learning
Applicable Legislation/Policies:	<u>Regulation 374/10, Supervised Alternative Learning and Other Excusals from Attendance at Schools</u> <u>Education Act</u>
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

SUPERVISED ALTERNATIVE LEARNING COMMITTEE MANDATE

- to consider the excusing of students who are at least 14 years old from compulsory attendance at a school within the jurisdiction of DSB1
- to review individual student circumstances and make determinations regarding alternative learning opportunities for students who may be excused from compulsory attendance at school
- to reconsider a committee decision, if requested by a parent, regarding student participation in an alternative learning program
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to consider a recommendation to renew a supervised alternative learning plan
- to maintain complete confidentiality with respect to the Committee's work



STUDENT DISCIPLINE COMMITTEE

Committee Type:	Statutory
Membership:	Six (6) Trustees
Election of Committee Chair and Vice-Chair:	Appointed at Board's Organizational Meeting
Term of Appointment:	One-Year Term Appointed at Board's Organizational Meeting
Quorum Requirement:	Three (3) Trustees
Meeting Frequency:	As needed
Reporting Structure:	n/a
Administrative Responsibility:	Director of Education
Applicable Legislation/Policies:	<u>Education Act Part XIII, Behaviour, Discipline, and Safety Policy / Procedure 2.1.18</u>
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

STUDENT DISCIPLINE COMMITTEE MANDATE

- to conduct discipline proceedings related to student suspension appeal(s) and make final determination(s)
- to conduct student expulsion hearing(s) and make determination(s), which are subject to review by the Child and Family Services Review Board
- to conduct minutes of settlement proceeding(s)
- to conduct all proceedings in closed session and maintain complete confidentiality
- to ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies



INDIGENOUS PEOPLES' ADVISORY COMMITTEE (IPAC)

Committee Type:	Advisory
Membership:	DSB1 Indigenous Trustee Two (2) Trustees DSB1 Indigenous Student Trustee Representation from each Nation within the DSB1 jurisdiction according to the regulation
Election of Committee Chair and Vice-Chair:	The Chair is to be elected at the first IPAC meeting of the year.
Term of Appointment:	One-Year Term Appointed at Board's Organizational Meeting Other Members Prescribed by Regulation
Quorum Requirement:	A majority of members
Meeting Frequency:	Minimum Four (4) Times per school year
Reporting Structure:	Reports directly to the Board of Trustees
Administrative Responsibility:	Superintendent with Indigenous Responsibilities
Applicable Legislation/Policies:	<u>O.Reg. 462/97: First nations Representation on Boards</u>
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

INDIGENOUS PEOPLES' ADVISORY COMMITTEE MANDATE

- To advise DSB1 on programs and services related to Student who identify as Indigenous with a focus on individual student achievement and the retention and success of Students who identify as Indigenous, and on incorporating and raising cultural awareness and respect for Indigenous Peoples in our schools and Board.
- To be comprised of quorum representatives from each Indigenous community with a Reciprocal Education Agreement with DSB1
- Indigenous, Métis and Inuit community associations/organizations are invited to participate (non-quorum members)
- To ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies



DELEGATES

Ontario School Boards' Insurance Exchange (O.S.B.I.E.)

Meeting Frequency: Annually

To represent the Board with OSBIE (non-profit insurance program which insures member boards against losses and promotes safe school practices)

Ontario Public School Boards' Association (O.P.S.B.A)

Meeting Frequency: In accordance with O.P.S.B.A.

To align with OPBSA annual meeting, voted in annually by Board motion

Director's Report

February 3, 2026

Achieve: Uphold high expectations in diverse learning and working environments.

Timmins High & Vocational School is hosting a Trades Career Day on February 23. The school is inviting students involved in SHSM programs, students exploring skilled trades and related career paths, as well as families to attend.

The Leadership Team recently had the opportunity to engage in professional learning lead by the Ontario Principals' Council (OPC) about courageous conversations and legal responsibilities.

Belong: Build inclusive communities where all feel supported and valued.

All DSB1 elementary schools hosted incoming families and students for Kindergarten Registration on February 2, 2026. Schools will also host family information events in May. We will continue to promote Kindergarten registration throughout the month of February with our annual DSB1 T-shirt Contest.

The TDSS Nibwakawin Committee is beginning to plan their Annual Powwow, set to be held on May 29, 2026. More details will be shared closer to the event.

Create: Foster collaboration, innovation and skill development in all learners.

Five members of the DSB1 Leadership Team are being engaging in learning to be DiSC trainers which will enable us to provide in-house DiSC professional learning for our staff.

The four local schools district continue to successfully collaborate with the ongoing establishment of Transport Enroute. The posting for the Executive Director will be going on early February 2026.



Our Journey to Achieve, Belong, Create

Administrative Council and
Leads | February 3, 2026



District School Board
Ontario North East

1

Our Vision

**Preparing our
learners for their
future success.**

Our Mission

**Providing
meaningful growth
opportunities.**

2



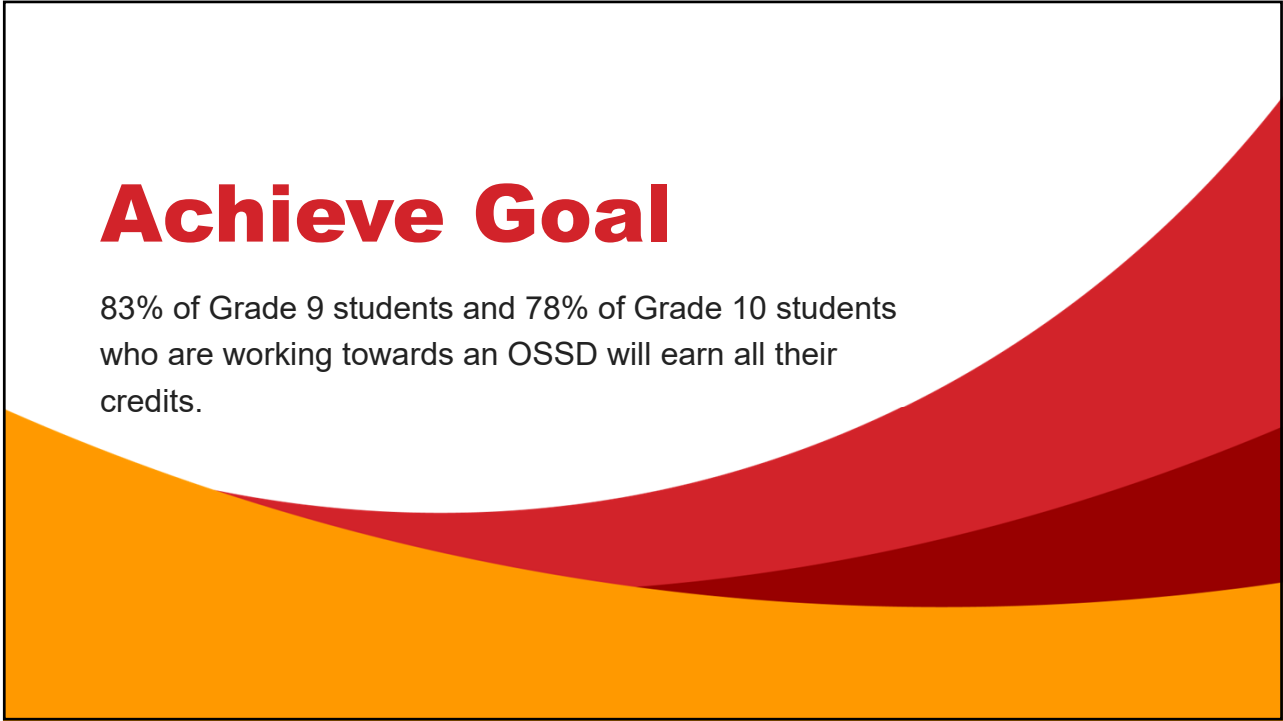
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4

Achieve Goal

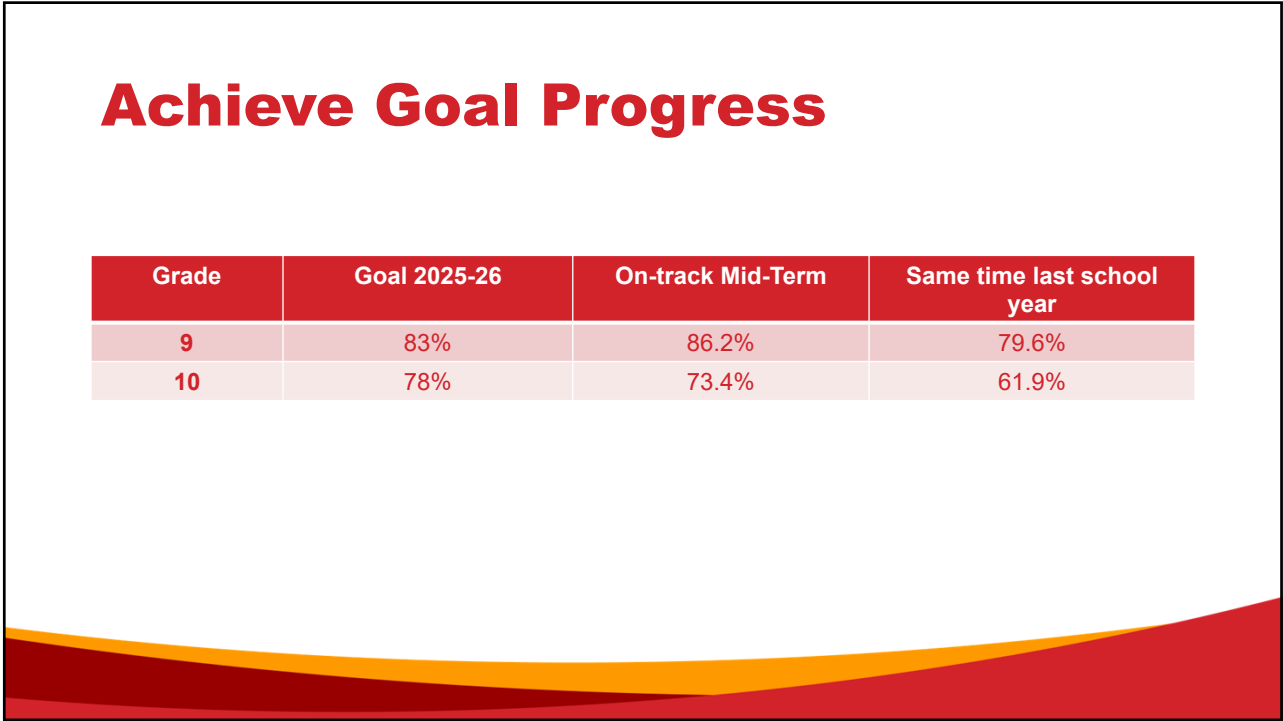
83% of Grade 9 students and 78% of Grade 10 students who are working towards an OSSD will earn all their credits.



5

Achieve Goal Progress

Grade	Goal 2025-26	On-track Mid-Term	Same time last school year
9	83%	86.2%	79.6%
10	78%	73.4%	61.9%



6

Subgroup Data

Grade 9	Students that Identify as Indigenous	Students with IEPs
9	83.3%	81.5%
10	60.9%	68.7%

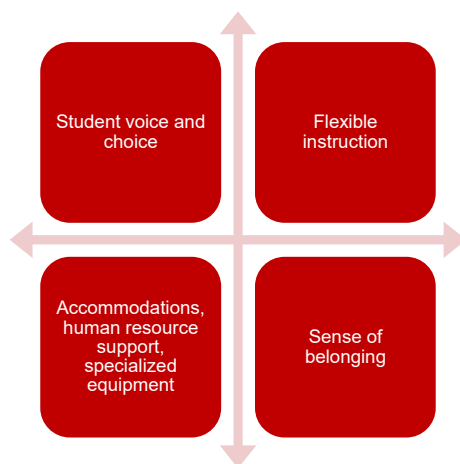
7

Learning Environments

- IEPs identify strengths, interests and needs
- Accommodations and modifications remove barriers
- Clear goals, routines, and supports reduce anxiety and increase participation
- Strategies identified in IEPs often improve engagement for all students, not just those with special education needs

8

Learning Environments



9

Pathways

- There is a brand-new hospital being built in Moosonee
- A group of THVS students are visiting the hospital in February 2026 to better understand the various employment opportunities that exist within a hospital.



10

Learning Opportunities

- 52 new community partnerships in cooperative education
 - North 18
 - Central 11
 - South 23
- Growth strategies



11

Belong

Build inclusive communities where all feel supported and valued.

Well-Being

Inclusive Community

Recognition and Voice

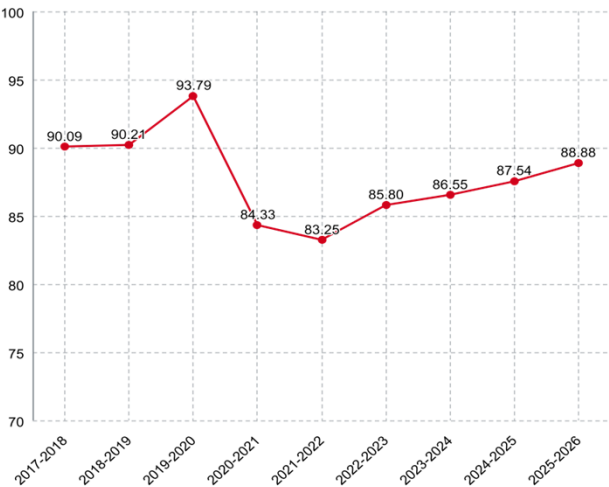
12

Belong Goal

The persistently absent rate will be 42% or lower, and the attendance rate will be 88% or higher for students in K-12.

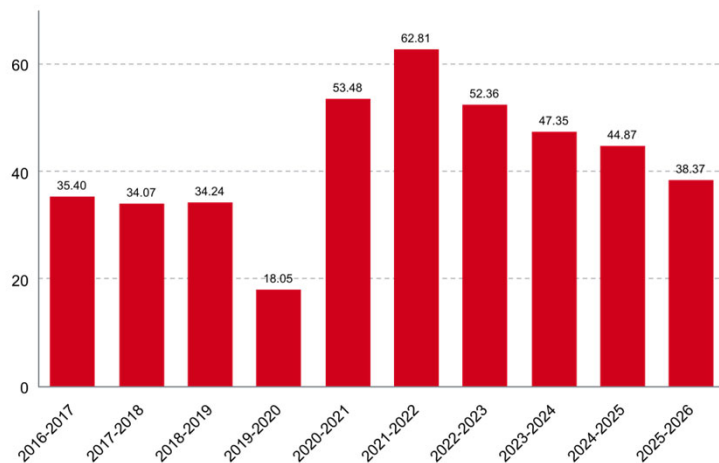
13

Attendance Rate, K to 12



14

Persistent Absenteeism Rate, K to 12



15

Attendance Strategy: Empathy Interviews



16

Well-Being

- Student Nutrition Programs in DSB1
- Representatives from Canadian Red Cross attended our December Leadership Meeting to share their process and answer questions about their program.
- Financial support has been provided by the following groups in our communities:
 - Club Richelieu
 - Alamos Gold
 - Agnico Eagle
 - Caisse Populaire



17

Inclusive Community

- All K-6, K-8, and 7-8 Schools have character education programs.
- Variety of models from virtues to the 7 Grandfather Teachings.
- Different traits explicitly taught for each month.
- Students celebrated monthly for exhibiting positive character traits.
- Focus on belonging and how to deal with differences.

18

Recognition and Voice

- The ABC Ambassador staff recognition program celebrates staff who bring our priorities to life through their actions, relationships, and impact on others.

**More than 120 staff
have been
nominated as an
ABC Ambassador!**

19

Certificate of Recognition

ABC Ambassador

This certificate is awarded to:

Staff Name

(Staff member) has high standards for herself and for all of us. She runs the office like a well oiled-machine and takes care of everyone in the building.

Lesleigh Dye, Director of Education



District School Board
Ontario North East

20



Create

Foster collaboration, innovation and skill development in all learners.

Innovative Practices

Critical Thinking

Future-Ready Skills

23

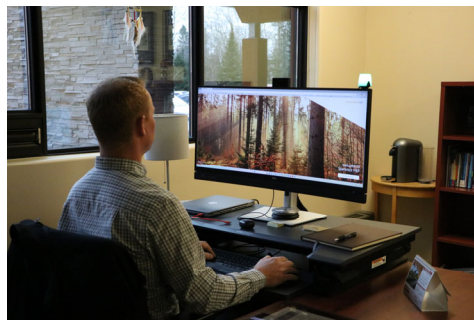
Create Goal

80% of new DSB1 staff will report their onboarding was beneficial.

24

Create Goal Progress

- Onboarding New Employees
 - Move to continuous onboarding through multiple online modules.
 - Additional on-the-job training for specific employee groups.
 - Training would be completed and verified prior to starting with DSB1.



25

Onboarding Satisfaction Survey

 A screenshot of a web-based survey titled 'New Hires Meeting' on the ThoughtExchange platform. The survey is titled 'Question 1-5: Rate your level of satisfaction with the following aspects of the New Hires Meeting in supporting your integration into DSB1 and understanding of your role.' It features a table with five rows of survey items, each with a 'Satisfied' and 'Unsatisfied' radio button. The items are: 'Being welcomed and supported during the New Hires Meeting held on August 25, 2025', 'Understanding of the DSB1 2025-2027 Strategic Plan following the New Hires Meeting and/or the First Professional Activity Day of the school year', 'Review of Board procedures and the Handbook and Disciplinary Language Protocol', 'The Health & Wellness Employee Support Program presentation', and 'The Board/End Absence Reporting presentation'. The 'Satisfied' column has blue stars next to the first, third, and fifth items, while the 'Unsatisfied' column has blue stars next to the second and fourth items. A 'Next' button is at the bottom.

- A survey has been created in ThoughtExchange and will be distributed to all 2025-2026 new hires.
- The intent is to gain an understanding of the level of satisfaction around feeling welcomed, supported, and clarity of roles and expectations.

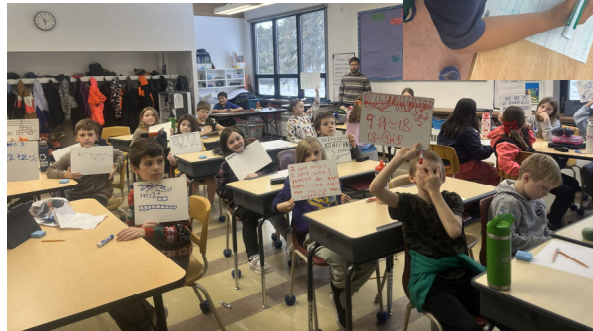
26

Innovative Practices

Use of class sets of mini-whiteboards (K-6)

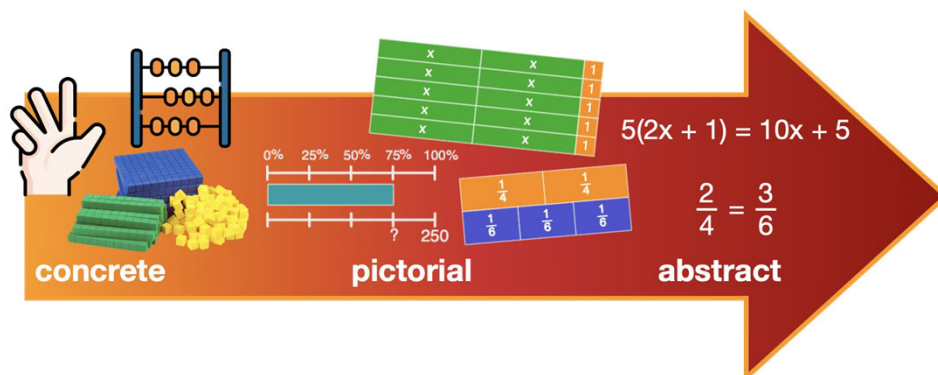
Why mini-whiteboards:

- Visible Thinking for All
- Low-Stakes Risk-Taking
- Real-Time Formative Assessment
- Efficient, Engaging Routines



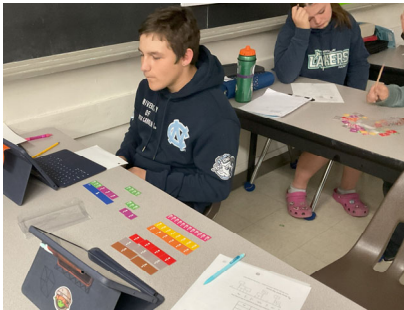
27

Innovative Practices



28

Innovative Practices



Students represent their thinking using manipulatives, pictorial models, and/or with numbers & symbols



29

Critical Thinking

- Formed an AI Committee to draft guidelines.
- Members include: Federation presidents, teachers, support staff, school leaders, and senior admin.
- Engaged in learning about AI trends in multiple industries and across sectors.
- Feedback from Student Senate.

30

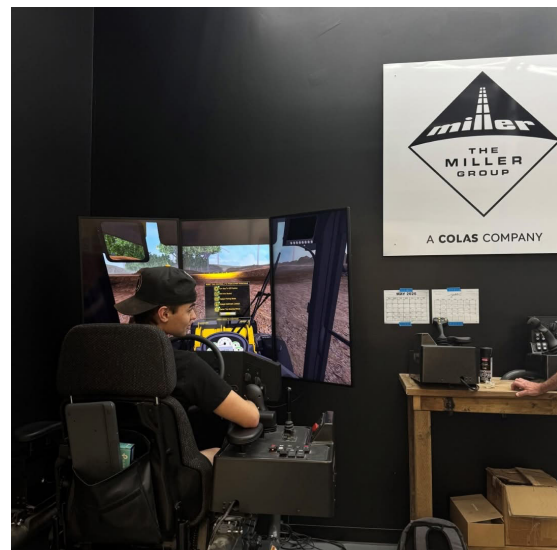
Critical Thinking

- Guiding principles for AI use:
 - Generative AI as a Learning Support
 - Transparency and Academic Honesty
 - Beware of Incorrect Information
 - Your Privacy and the Privacy of Others
 - Avoid Prohibited Use
 - Environmentally Sustainable Use of Generative AI

31

Future-Ready Skills

- Simulator technology includes:
 - complex setups that recreate the look and feel of equipment;
 - virtual reality headsets.
- Multiple trade sectors use simulator technology for training.



32

Future-Ready Skills



33



District School Board
Ontario North East

**Thank you
Meegwetch
Merci**

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2025-2026 Strategic Plan Monitoring

February 3, 2026

Achieve

Goal and Actions		Progress	Next Steps
Goal	83% of Grade 9 students and 78% of Grade 10 students who are working towards an OSSD will earn all their credits.	As of first semester mid-term, 86.2% of Grade 9 students and 73.4% of Grade 10 students are on track to earn all their credits.	Continue work with Student Success school teams to share best practices and provide supports for students at risk.
Actions	Learning Environments	The implementation of the IEP Review recommendations is supporting learning environments where every student can actively belong, participate and succeed.	Continue to work with staff to implement the IEP review recommendations and monitor impact.
	Pathways	The Indigenous Education Portfolio continues to provide opportunities to expose students to a variety of pathways. For example, a group of students are travelling to Moosonee to learn more about employment opportunities at the new hospital complex being built.	Continue to provide student lunch and learn webinars and build relationships across communities to support student pathways.
	Learning Opportunities	52 new community partnerships have been created for cooperative education placements this year.	Continue to network with local Chamber of Commerce offices and attend Far Northeast Training Board events to promote cooperative & OYAP education

Belong

Goal and Actions		Progress	Next Steps
Goal	The persistently absent rate will be 42% or lower, and the attendance rate will be 88% or higher for students in K to 12.	We are currently on track to meet our goal, with an attendance rate (AR) of 88.88% and persistently absenteeism (PA) rate of 38.37%. Overall, we are seeing positive trends for both AR and PA since 2021-2022.	Continue working with the Leadership Team on the Attendance Matters campaign. Schools are putting specific strategies in place to support students, such as empathy interviews.
Actions	Well-Being	Every DSB1 school has a student nutrition program. These programs vary based on school need and available resources.	Work with schools to provide support on grant proposals and stewardship strategies.
	Inclusive Community	All K-8 students are participating in a character education program. These programs take a variety of approaches from focusing on virtues to 7 Grandfather Teachings. Each month schools have a focus and students are explicitly taught how to practice that trait with an emphasis on how do deal with differences and conflict.	Share successful strategies between schools to expand and diversity character education offerings.
	Recognition and Voice	The ABC Ambassador staff recognition program celebrates staff who bring our priorities to life through their actions, relationships, and impact on others. More than 120 staff have been nominated as an ABC Ambassador so far!	Continue to promote the recognition program and highlight staff nominated on the Employee Hub.

Create

Goal and Actions		Progress	Next Steps
Goal	80% of new DSB1 staff will report their onboarding was beneficial.	We are moving to continuous onboarding through online modules, with additional on-the-job training for specific employee groups. An onboarding survey was A survey has been created in ThoughtExchange and will be distributed to all 2025-2026 new hires.	Share the survey link with all new hires and monitor the data.
Actions	Innovative Practices	Every Kindergarten to Grade 6 classroom now has a full set of mini whiteboards. Mini-whiteboards are innovative for student expression because they make thinking visible for everyone, they provide a low-stake space for risk-taking and support educators in making data-driven adjustments in real time.	Continue to support educators in providing students with more opportunities to respond and in a variety of ways.
	Critical Thinking	We continue to provide students with opportunities to learn mathematical concepts through the use of manipulatives and pictorial models to support a deep understanding of mathematics.	Continue to provide support to educators to effectively use manipulatives and pictorial models to support achievement in mathematics.
	Future-Ready Skills	Students have the opportunity to use a variety of virtual reality (VR) tools for learning and skills development.	Continue to partner with local employers to understand labour and skill needs in various industry.

Public Education Symposium 2026 “What Matters Most: Supporting Students”

January 26th, 2026

I would like to thank the Board for the opportunity to attend this years' PES held on January 23rd and 24th in Toronto. Despite the weather and road conditions, it is perhaps one of the most informative sessions that I have attended in my career, with a very wide range of topics and presenters, definitely something to peek everyone's interest.

To my fellow Trustee's Pochopsky, Pye-Reasbeck and Archibald, Director Dye and Superintendent Edwards thank you for sharing the experience and ensuring that DSB1 was represented at almost every session offered. I apologize for any duplication in this report that my counterparts may also share with the Board.

First Day – January 23rd

Friday's sessions started out with our very own Trustee Archibald performing the Smudging Ceremony. His explanation and actions throughout the smudge gave me a greater understanding of the purpose to clear and purify the mind, body, heart and spirit.

Following the Opening Remarks and Land Acknowledgement, the first of the Keynote Speakers, the Honorable Catherine McKenna, former Minister of the Environment and Climate Change, shared some powerful lessons from her journey in politics and public life — from standing up to bullies to driving real change on her own terms. She suggested that “you shouldn't go into politics to be someone but go in to do something!” Speaking on the challenges that face Public Education in Ontario and Bill 33, she suggested that we should “Enlist the Public to Act, people care about the kids, all kids” and that Trustees have an important role, local representation is important.

Saturday mornings sessions concluded with our second Keynote Speaker, Ontario Regional Chief Abram Benedict speaking on First Nations Education, Structure and Priorities. Chief Benedict advocates, supports, and lobbies for all 133 First Nations in Ontario. He spoke to the meaning of the Land Acknowledgement, honoring the land and the people, and as part of the reconciliation, respect towards the Ancestors, “the original residents of the land” and the Call to Action by raising awareness, recognizing history and combating erasure.

On the topic of First Nation Education, Structure and Priorities, Chief Benedict spoke to the fact that Regulatory and Financial support has not kept up with the needs of First Nations and that partnerships are very important between the Nations and School Boards. First Nations people see education as “lifelong learning” and he sees the priorities being Policy Development,

strengthening the School Board – Ministry – First Nation relationship, increased curriculum content for language and culture, Community and Student well being, and Organizational Capacity. Chief Benedict concluded with Federal government changes have introduced gaps and have affected all Ontario students related to Jordan's Principle.

Friday afternoon started off with a Panel Discussion entitled "Where Are We Now? Where Are We Headed"?

Colin D'Mello, Queen's Park Bureau Chief, Global News along with others "in the know" provided commentary and responded to questions related to Bill 33. The Panel outlined their thoughts on what may need to happen to increase awareness of the public on what the Bill entails and the effects it would have on local democracy.

- Voters have to know what their local Trustee does.
- School Boards have to tell constituents what's going on, get the Public Involved, Municipal Governments need to be involved.
- Teachers, Employees, and Unions have to be on board.
- Regardless what happens, Trustees have to stay on the Highroad and regardless, what have to think "What's best for the kids!"

I was fortunate to attend the "Ableism in Education" session presented by Dr. Gillian Parekh following the mid-afternoon break. Going in I wasn't totally sure that I had an understanding of the topic and it didn't take long to realize that in fact, I didn't.

Dr. Parekh is an Associate Professor and Canada Research Chair in Disability Studies in Education within the Faculty of Education at York University. As a previous teacher in special education and research coordinator with the Toronto District School Board, Dr. Parekh has conducted extensive system and school-based research across Ontario in the areas of structural equity, special education, and academic streaming.

In short Ableism is "the privileging or recognizing of ability vs. not recognizing disability".

Studies have shown that there is a tendency to promote skill development and a bias in grading for those that are not "differently abled". Dr. Parekh also shared some very interesting study results showing that there is a noted bias based on Race, Class and Gender as well as those that are Differently Abled.

The final Friday afternoon session was presented by the Leger Group on the topic of "The NextGen Study 2025: Your Guide to Understanding Gen Z and Alpha". Again, some very interesting results from "polling" of both age groups and how their identities, values, and experiences are shaping learning, engagement, and well-being within educational contexts.

Drawing on Leger research, the presentation examined how younger generations navigate

technology, social media, mental health, and relationships, and what this means for educators and education leaders.

Second Day – January 24th

Following the Smudging Ceremony and Breakfast the mornings Keynote Speaker, Ombudsman Paul Dubé presented on “The Ombudsman and School Boards - 10 Years of Collaboration for Fairness and Good Governance”

The Ontario Ombudsman office’s jurisdiction has been significantly expanded since inception, to allow the Ombudsman to help people with issues related to municipalities, universities, school boards, children’s services and French language services, as well as provincial government bodies.

Ombudsman Dubé reflected on the highlights and lessons learned from a decade of working with school boards across the province to help schoolchildren and families. As an impartial democratic institution that is independent of government, the Ombudsman highlighted the fact that the office has helped boards resolve more than 9,000 public complaints since the start of the 2015-2016 school year.

He stressed that the role of the office is not to change laws and legislation but to strengthen democracy, accountability and respect for rights of all Ontarians.

The Saturday morning sessions followed the Ombudsman’s session and I was able to accompany Trustee Archibald to the “Indigenous Skilled Trades Training as a Pathway to Student Success and Community Resilience” presentation by the Thunder Bay and Superior-Greenstone District School Boards.

The Indigenous Skilled Trades Training initiative was developed in response to critical workforce shortages and a housing crisis in remote First Nations communities and aligns with the Ontario Ministry of Education’s priorities for student success, equity, and pathways to skilled employment.

Guided by Truth and Reconciliation, Human Rights and Equity the Trades Program has brought together partners from Industry, Indigenous Services Canada, Canada Mortgage and Housing Corporation, Lakehead Social Planning Council, Thunder Bay Indigenous Friendship Centre, and Smart Modular Canada.

Additional collaboration from Ginoogaming First Nation, with engagement from Red Rock Indian Band and Biinjitiwaabik Zaaging Anishinaabek provide Indigenous youth aged 16 to 21, with hands-on, culturally grounded training that connects classroom learning to real-world outcomes. Students gain practical experience and a sense of purpose by helping build homes for their communities—an approach that not only develops technical skills but also fosters resilience, peer support, cultural pride, and community strength.

Students from Geraldton Secondary School, Nipigon-Red Rock District High School, and Hammarskjold High School in Thunder Bay are provided with numerous training courses and certification on topics such a Safe Chain Saw operation, Skid Steer loader operation, Ice

Rescue, Health & Safety Training, Power Tool training, Working at Heights and many more that are meant to enhance their skills and abilities.

The one message that resonated with me was the statement that “They attend because they trust, they trust the program and the staff”. As the program continues to develop, early indicators point to increased student engagement, improved graduation rates, greater self-confidence and a growing interest in apprenticeship and skilled trades careers among Indigenous youth that have and are participating in the Program. Currently, there are 75 students participating in the three programs.

Following the Skilled Training session, I, along with my fellow Trustees attended the Northern Regional Meeting, which I will assume Trustee Pochopsky will speak to.

Again, I thank you for the opportunity to attend PES on behalf of DSB1.

Respectfully Submitted



Trustee Douglas Walsh
Temiskaming Shores, Temagami, Elk Lake & Area
District School Board Ontario North-East

Algonquin & Lakeshore

Catholic District School Board



January 14, 2026

Subject: Strengthening Our Commitment to Food Security for All

Dear Chairs,

As Catholic School Board Trustees in Ontario, we have a responsibility to advocate for the students, families and communities we serve, while also supporting government initiatives. One such initiative is the commitment to ensure that every child in our schools has access to affordable food throughout the school day.

We know the positive impact that access to healthy food has on learning, student achievement and overall well-being and we appreciate the focus on student nutritional needs and the intention behind PPM 150 School Food and Beverage Policy. However, over the course of the last 15 years, we have seen increased barriers and inequities within our community that contribute to the overall state of food insecurity for some communities that are most in need within the Algonquin and Lakeshore Catholic District School Board. We are writing to express our deep concern regarding the growing issue of food insecurity within our communities and to ask for unified support to request the Ministry of Education reexamine the support needed to ensure that all students have access to food during the school day given the reality of increasing need in communities.

It will come as no surprise that more families are struggling with the increased cost of living. Food insecurity is one of the key areas of focused support for our board and our Social Justice Committee in particular. Locally, 1 in 4 of our families experience food insecurity and local food banks and other community partners that support access to food are overwhelmed with the demands that they cannot keep up with. Our public health units have declared a state of emergency for food insecurity across our board and while we continue to be great supporters and beneficiaries of the Healthy Schools Programs in our schools, we are seeing that resources are simply not stretching far enough to meet the increasing needs faced by families and students.

We continue to be blessed with community partners that are extremely generous in providing our schools with nutritious food options that align with the guidelines in PPM 150. However the limitation of the PPM is the absence of provision for any additional support for boards to hire the staff required to order, track, prepare, and actually serve the food. Consequently, we have access to an abundance of food but no staff to oversee the process from start to finish and so we are no further ahead than we were before.

151 Dairy Avenue, Napanee, Ontario K7R 4B2

T 613-354-2255 | info@alcdsb.on.ca | alcdsb.on.ca



When these programs depend on the free volunteer labour of staff and community volunteers, it makes it difficult to great sustainability and consistency for these programs. What is most needed is the allocation of additional resources to support the infrastructure and staffing necessary for sustainable food programs.

We would like to propose the following updates to the current PPM to reflect and be responsive to the new reality that families must face.

1. Clear language that communicates a "food neutral approach" that minimizes the shaming of students and families for what is in lunches. We believe that all families do the best they can, with the resources they have and are asking schools boards to prioritize acceptance of all food as opposed to policing which foods are healthier options for example.
2. Increased funding for infrastructure – including storage facilities and equipment and safe food preparation spaces – to ensure programs can operate efficiently and expand their reach.
3. Financial support to hire dedicated staff – including trained personnel and administrative support – to maintain program quality and continuity.
4. An investment in long-term sustainability – through partnerships, training, and technology that strengthen local capacity and reduce reliance on emergency measures.

These investments are not only essential for meeting the immediate needs but also for building resilient communities where every individual has access to healthy food. We believe that with adequate support, our programs can continue to make a meaningful impact and help break the cycle of food insecurity. This is especially timely in light of the most recent communication from the Minister of Education expressing concerns about the academic success of our students. When the basic human needs of students are met, they are better equipped to succeed in all areas, including academic achievement.

On behalf of our Board of Trustees we ask that you join us in advocating for much-needed changes. We call on other boards to join us in communicating that a financial commitment to support the infrastructure and staffing benefits not only food security but also helps us meet the calls of Catholic Social Teaching and our work towards economic equity and the reduction of the exploitation of free labour that often falls on low paid female staff.

We appreciate your leadership and commitment to this cause and look forward to working together to advocate for these critical resources.



Should you wish to discuss this matter further, please do not hesitate to reach out.

Sincerely,

Brian Evoy,
Chair of the Board
Algonquin and Lakeshore Catholic District School Board