



Meeting of the Board

Tuesday, June 2, 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 June 2, 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 June 2, 2026.		
1.4	Declaration of Conflict of Interest		
2.0	Consent Agenda		
2.1	Minutes of the Meeting of the Board held May 5, 2026		3
	Motion: THAT the Board approve the consent agenda		
3.0	Items for Information Only		
3.1	Personnel Report: April 2026		9
3.2	Cash Disbursement Report: April 2026		10
3.3	Minutes of the Audit Committee Meeting held December 12, 2025		11
3.4	Minutes of the Finance and Property Committee Meeting held April 7, 2026		13
3.5	Minutes of the Parent Involvement Committee Meeting held February 25, 2026		16
3.6	Parent Involvement Committee Summary of Activities		24
4.0	Unfinished Business		
5.0	Chair's Report		26
6.0	Board Committee Reports		
6.1	Finance and Property Committee Chair Report		
6.2	Student Achievement and Well-Being Committee Chair Reports: April 21, 2026 May 19, 2026		28
	Motion: THAT the Board maintain the current program structure for grades 9 to 12 at Kapuskasing District High School to ensure Smooth Rock Falls students have access to the robust staffing, diverse pathways, and extracurricular richness they currently have access to and deserve.		
	Motion: THAT the Chair of the Board draft a letter to the Minister of Education on behalf of the Board of Trustees outlining specific impacts of Bill 101 student attendance legislation on students living in the north, specifically, inclement weather, busing, students who identify as Indigenous, and extracurricular participation.		

6.3	Governance and Policy Committee Chair Report		57
	Motion: THAT the Board approve the following policies: Draft Policy 2.1.6 – Code of Conduct Draft Policy 2.1.7 – Violence Prevention Draft Policy 2.1.8 – Supervised Alternative Learning Draft Policy 2.1.25 – Indigenous (First Nation, Métis, and Inuit) Voluntary Self-Identification		
7.0	CEO's Report		64
8.0	Staff Reports		
8.1	Strategic Plan Vignette	Communications Manager Denis	
8.2	Summer Learning 2026	CEO Dye Superintendent Elvestad Superintendent Mowbray	65
9.0	Student Trustee Report		
10.0	Reports from Advisory Committees and Statutory Committees		
10.1	Audit Committee Report		67
	Motion: THAT the Board approve the 2026-2027 Audit Plan Motion: THAT the Board reappoint KPMG, LLP, Licensed Professional Accountants as auditors for the year ending August 31, 2026		
11.0	Other Business		
11.1	Numbered Motion 2026-69		
	Motion: THAT the Board approve numbered motion 2026-69		
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		
15.0	Items for Future Meetings		
15.1	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, May 5, 2026, at 6:15 pm
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

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

EXCUSED TRUSTEE ABSENCES

Howard Archibald
Doug Walsh

STUDENT TRUSTEES PRESENT

Sawsan Alahmed
Summer Nickoshie

STUDENT TRUSTEES ABSENT

Andrew Cull

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



1.0 CALL TO ORDER: Closed Session

The Closed Session was called to order at 5:35 p.m. by Vice-Chair Hewey

9390-26 DRAVES / PEEVER

THAT the Board resolve into a Committee of the Whole

CARRIED

9391-26 POCHOPSKY / PYE-REASBECK **THAT** the Board resolve into a Committee of the Whole, Closed Session

CARRIED

1.1 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.

1.2 Attendance: Closed Session

9392-26 MEUNIER / PEEVER

THAT the Board approve the absence of the following Trustees from the May 5, 2026, Meeting of the Board: Closed session:
Trustee Archibald
Trustee Walsh

CARRIED

1.3 APPROVAL OF THE AGENDA: Closed Session

9393-26 DRAVES / BYER

THAT the Board approve the agenda for the Meeting of the Board, closed session, dated May 5, 2026.

CARRIED

1.4 Conflict of Interest

Trustees declaring a conflict of interest were asked to do so in writing, with a log kept on file by the Chair. 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.

2.0 APPROVAL OF THE MINUTES: Closed Session

9394-26 PEEVER / DRAVES

THAT the Board approve the minutes of the Meeting of the Board: Closed Session, dated May 5, 2026.

CARRIED

RISE AND REPORT

9395-26 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

1.1 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.

1.2 Quorum

9396-26 BRUSH / MEUNIER

THAT the Board approve the absence of the following Trustees from the May 5, 2026, Meeting of the Board.

Trustee Archibald
Trustee Walsh

CARRIED

1.3 Approval of the Agenda

9397-26 HEWEY / BRUSH

THAT the Board approve the agenda for the Meeting of the Board dated May 5, 2026

CARRIED

1.4 Conflict of Interest

Trustees declaring a conflict of interest were asked to do so in writing, with a log kept on file by the Chair. 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.

2.0 CONSENT AGENDA

9398-26 POCHOPSKY / PEEVER

THAT the Board approve the consent agenda

CARRIED

3.0 ITEMS FOR INFORMATION ONLY

3.1 Principal / Vice-Principal Transfers and Placements

3.2 Personnel Report

3.3 Cash Disbursement Report

3.4 Minutes of the Finance and Property Committee Meeting held February 17, 2026

3.5 Minutes of the Governance and Policy Committee Meeting held March 10, 2026

4.0 UNFINISHED BUSINESS

NIL

5.0 CHAIR'S REPORT

Chair Byer provided an update regarding Bill 101 and the expected impacts to governance, bylaws, and education system operations. Trustees are encouraged to monitor developments.

6.0 BOARD COMMITTEE REPORTS

6.1 Finance and Property Committee Chair Report

Committee Chair Brush provided a report for the meeting held on April 7, 2026. The report acknowledges Trustee Byer's acceptance of the Vice-Chair role and included a recommendation for Board approval of preliminary staffing numbers for the 2026–2027 school year. It also



recognized a significant \$600,000 donation from Agnico Eagle Mines Limited to Kirkland Lake District Composite School, which will fund the development of a new multisport outdoor complex.

6.2 Governance and Policy Committee Chair Report

9399-26 PYE-REASBECK / HEWEY

THAT the Board approve the revised policies:

Policy 1.1.8 – Brand Standards

Policy 1.2.7 – Display of Flags

Policy 1.2.8 – Copyright Policy and Fair Dealing Guidelines

Policy 1.2.14 – Protocol for Reporting Teacher Professional Misconduct

Policy 1.2.17 – Occupational Health and Safety

Policy 1.2.18 – PSSP Performance Appraisal

Policy 1.2.25 – Confidentiality of Staff Medical records

Policy 1.2.33 – Designated Early Childhood Educators Performance Appraisal

Policy 2.1.13 – Substance Abuse and Related Behaviour

Policy 2.1.14 – Appropriate Dress

Policy 2.1.35 – Student Attendance

Policy 2.1.37 – Public Concerns

Policy 2.1.40 – Health Education Exemptions

9400-26 BRUSH / PEEVER

THAT the Board revoke Policy 1.2.20 - Advocacy

CARRIED

7.0 DIRECTOR'S REPORT

Director Dye highlighted district-wide efforts focused on student achievement, well-being, and engagement, including ongoing family-teacher conferences to strengthen school-family partnerships and promotion of secondary summer learning opportunities for students in Grades 8–12 running from July 2 to 29. Director Dye also outlined initiatives supporting inclusion and mental health, such as Mental Health Week family activity kits aligned with the Five Ways to Well-Being and staff participation in a Belong Working Group event; additionally, the report celebrates collaborative and innovative learning experiences, including a student film project premiere involving multiple secondary schools and recognition of community contributions, alongside opportunities for female students to explore skilled trades through the upcoming Jill of All Trades event at Northern College.

8.0 STAFF REPORTS

8.1 Strategic Plan Vignette

9.0 STUDENT TRUSTEE REPORT

Student Trustees provided updates on ongoing student-led initiatives, highlighting progress on a board-wide career awareness project involving outreach to local sectors, as well as the completion of an inclusivity action plan designed to support equitable school events and programming. They also reported on the recent student trustee elections, confirming the selection of the incoming representatives for the 2026–2027 term, and noted upcoming participation in the OSTA-AECO student association meeting.



9.1 Student Trustee Election

9401-26 MEUNIER / HEWEY

THAT the Board approve the election of the following students as Student Trustees for the 2026-2027 school year:

Jordanna Brazeau, from Iroquois Falls Secondary School for the one-year term Student Trustee

Bell Cheechoo-Wesley, from Timmins High and Vocational School for the one-year term Indigenous Student Trustee

CARRIED

10.0 REPORTS FROM ADVISORY COMMITTEES AND STATUTORY COMMITTEES

NIL

11.0 OTHER BUSINESS

11.1 OPSBA Member Board Delegate and Alternate Delegate Appointment

Trustee Brush nominated Trustee Pochopsky
Trustee Pochopsky accepted the nomination

9402-26 DRAVES / PEEVER

THAT Trustee Pochopsky be appointed OPSBA Delegate for the upcoming 2026-2027 term, effective May 5, 2026

CARRIED

Trustee Pochopsky nominated Trustee Pye-Reasbeck
Trustee Pye-Reasbeck accepted the nomination

9403-26 POCHOPSKY / MEUNIER

THAT Trustee Pye-Reasbeck be appointed OPSBA Alternate Delegate for the upcoming 2026-2027 term, effective May 5, 2026

CARRIED

12.0 TRUSTEE MOTIONS FOR CONSIDERATION (Introduced at a Previous Meeting)

NIL

13.0 TRUSTEE NOTICES OF MOTION (Discussion for Next Meeting)

NIL

14.0 CORRESPONDENCE / ANNOUNCEMENTS

14.1 Letter dated April 24, 2026, from The Honourable Paul Calandra, re: Notification to Proceed with Procurement of Student Transportation Contracts

14.2 Letter dated April 24, 2026, from the Schumacher Historical Society, re: Withdraw Heritage Property Request for Schumacher Public School



District School Board Ontario North East

15.0 ITEMS FOR FUTURE MEETINGS

15.1 September 2026: Strategic Plan Year-End Monitoring of Goals and Actions

16.0 ADJOURNMENT

9404-26 PEEVER / MEUNIER

THAT we do now adjourn

CARRIED

The meeting was adjourned at 7:09 p.m.

SECRETARY OF THE BOARD

CHAIR OF THE BOARD

District School Board Ontario North East
Human Resources Personnel Report - April 2026

Employee Group	Number of Staff	Total FTE	Reason	North	Central	South	Regional
Permanent Teachers-Elementary	2	2.00	Retirement, Resignation		TCPS(1.0)	FEDPS(1.0)	
Long Term Occasional Teachers-Elementary	6	4.70	Leaves	JHKPS(0.2)	WEMPS(1.5) TCPS(1.0)	TMPS(1.0) NLPS(1.0)	
Permanent Teachers-Secondary	1	0.50	Vacancy			EHS(0.5)	
Long Term Occasional Teachers-Secondary	4	1.50	Leaves	IFSS(0.5)	PACE(0.5)	TDSS(0.5)	
Permanent Educational Assistants							
Temporary Educational Assistants	4	4.00	Leaves		SCMPS(1.0) WEMPS(1.0) PPS(1.0) GAPS(1.0)		
Permanent Designated Early Childhood Educators							
Temporary Designated Early Childhood Educators							
Permanent CYWs, Social Workers, Attendance Counsellors							
Temporary CYWs, Social Workers, Attendance Counsellors	1	1.00	Leave		THVS(1.0)		
Permanent Indigenous Student Advisor							
Temporary Indigenous Student Advisor							
Permanent Office, Clerical and IS Technicians	1	1.00	Retirement			Information Services(1.0)	
Temporary Office, Clerical and IS Technicians							
Permanent Custodial and Maintenance employees	7	6.50	Retirements, Ees posted out, Add'l staffing	KDHS(2.0) JHKPS(0.5) Maintenance(1.0)	TCPS(1.0) WEMPS(0.75)	Maintenance(1.0), ELPS(0.25)	
Temporary Custodial and Maintenance employees	1	0.50	Leave			EHS(0.5)	
Principals/Vice-Principals							
Other							
Board Staff Temporary	1	1.00	Leave		Ex. Ass't SCMB(1.0)		
Board Staff Permanent							
TOTALS	28	22.7					



Title	April 2026 Cash Disbursements
Date	June 2, 2026
Presenter	Superintendent Edwards
Strategic Priority	Achieve, Belong, Create
Background and Information	Cash Disbursements for the month of April 2026 total \$14,121,192.60. Should Trustees have any questions regarding the details of these disbursements, please contact the Superintendent of Business and Finance.



Audit Committee

Monday December 08, 2025, at 12:00 p.m.
Microsoft Teams

MINUTES

COMMITTEE MEMBERS PRESENT

Bob Brush	Trustee
Brian Peever	Trustee
Greg Paquette	External Member
Jamie Johnston	External Member
Jonathan Byer	Trustee/Chair
Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance

GUESTS

Derek D'Angelo	KPMG – External Auditor
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STAFF PRESENT

Lisa Edwards	Superintendent of Business/Finance
Charles Trudel	Manager of Finance

STAFF ABSENT

Lesleigh Dye	Director of Education
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RECORDING SECRETARY

Jessica Hardy	Executive Assistant to the Superintendent of Business/Finance
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CALL TO ORDER

Jonathan Byer, Chair of the Audit Committee called the meeting to order at 11:59 pm.

APPROVAL OF THE AGENDA

BRUSH

THAT the agenda for the Audit Committee meeting dated December 08, 2025, be approved with the following additions be approved:
i) Prior Year KPMG Audits

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.

APPROVAL OF THE MINUTES SEPTEMBER 29, 2025

PAQUETTE

THAT the minutes for the Audit Committee meeting dated September 29, 2025, be approved.

CARRIED

AUDIT FINDINGS REPORT YEAR ENDING AUGUST 31, 2025

PEEVER

THAT this Audit Committee receive the Audit Findings Report presented from KPMG LLP Licensed Public Accountants for the year ending August 31, 2025.

CARRIED

INDEPENDENT AUDITORS REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2025

PEEVER

THAT this Audit Committee recommend the Board approve the Independent Auditors' Report and Draft Consolidated Financial Statements for the year ended August 31, 2025.

CARRIED

OTHER BUSINESS

- i.) **PRIOR YEAR KPMG AUDITS**
- ii.) **2025-2026- AUDIT COMMITTEE MEETING SCHEDULE**
May 11, 2026, at 12:00 pm

ADJOURNMENT

BRUSH

THAT this Audit Committee now adjourn.

CARRIED

The meeting was adjourned at 12:45 p.m.



Finance and Property Committee

Tuesday, April 7, 2026
Schumacher Board Office and Microsoft Teams

MINUTES

COMMITTEE MEMBERS PRESENT

Bob Brush
Jonathan Byer
Dennis Draves
Doug Walsh
Larry Wiwchar

COMMITTEE MEMBER ABSENCES

NIL

OBSERVERS

Brian Peever	Trustee
Rosemary Pochopsky	Trustee
Cindy Pye-Reasbeck	Trustee

ADMINISTRATION PRESENT

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

STAFF PRESENT

Andréanne Denis	Communications Manager
Melanie Demers	Executive Assistant to the Director of Education

RECORDING SECRETARY

Jessica Hardy	Executive Assistant to the Superintendent of Business/Finance
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CALL TO ORDER

The Chair of the Finance and Property Committee, Bob Brush called the meeting to order at 4:13 p.m.

ATTENDANCE

All committee members were present.

APPROVAL OF THE AGENDA

WIWCHAR

THAT the agenda for the Finance and Property Committee Meeting dated April 7, 2026, be approved.

CARRIED

CONFLICT OF INTEREST

Trustees declaring a conflict of interest were asked to do so in writing, with a log kept on file by the Board Chair. 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.

ELECTION OF COMMITTEE VICE-CHAIR

The Chair of the Finance and Property Committee, Bob Brush called for nominations for Vice-Chair of the Finance and Property Committee.

Trustee Brush nominated Trustee Byer.

Trustee Byer accepted the nomination.

After three calls, no additional nominations were brought forth.

WALSH

THAT Trustee Jonathan Byer be acclaimed Vice-Chair of the Finance and Property Committee.

CARRIED

APPROVAL OF THE MINUTES

BYER

THAT the minutes of the Finance and Property meeting dated February 17, 2026, be approved.

CARRIED

DELEGATIONS

NIL

STAFF REPORTS

2026-2027 BUDGET CONSULTATION REPORT

Superintendent Edwards presented the 2026-2027 budget consultation survey results, which received 33 responses, and discussed the main areas of feedback with the committee members.



PRELIMINARY TEACHING STAFFING

Superintendent McLean presented the preliminary staffing numbers for elementary and secondary schools for 2026-2027, detailing compliance requirements, projection methods, and resource allocation.

WIWCHAR

THAT this Finance and Property committee recommend the Board approve the 2026-2027 preliminary staffing of 321.7 FTE for elementary and 222.17 FTE for secondary.

CARRIED

KIRKLAND LAKE DONATION

Superintendent Edwards reported that Kirkland Lake District Composite School received a large donation from Agnico Eagle of \$600,000 the funds will be used for a multi-sport court.

SCHOOL GENERATED FUNDS

Trustee Wiwchar initiated a discussion on school generated funds requesting a per student analysis to recognize exceptional schools. Input included the complexities of donations, community support and limitations of such comparisons.

UPDATES

TOTAL COST BY-LAW DEVELOPMENT

Superintendent Edwards provided an update on the request from the previous meeting as to the total cost of Sheila McKinnon who completed work on the new by-laws \$30,590.00.

SCHUMACHER HERITAGE PROPERTY

Superintendent Edwards provided follow up from the Schumacher Heritage Foundation regarding the designation of Schumacher Public School as a heritage site. They requested staff assistance with their application. and communicate the committee's decision. Discussion around the benefits to the Board in proceeding the designation and the risks incurred of proceeding around building safety issues.

BYER

THAT this Finance and Property Committee recommend the Board not proceed with the heritage property designation of Schumacher Public School.

CARRIED

PROPERTIES FOR SALE

Work is continuing with the Ministry to plot land and determine how playground areas can be removed from the sell list. Progress updates will be provided at future meetings.

NEW BUSINESS

NIL

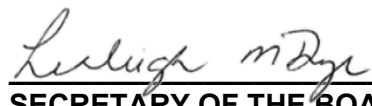
ADJOURNMENT

BYER

THAT this Finance and Property Committee now adjourn.

CARRIED

The committee adjourned at 5:16 p.m.



SECRETARY OF THE BOARD



CHAIR OF THE COMMITTEE



Parent Involvement Committee (PIC)

February 25, 2026, at 5:30 p.m.
Microsoft Teams

MINUTES

Committee Members in Attendance:

Amanda Portelance	Parent Representative – Kirkland Lake
Amy Elston	Parent Representative – Timmins
Emilie Runnalls	Parent Representative – Kerns
Michelle Fiset	Parent Representative – Elk Lake
Shannon Wittmaack	Parent Representative – Temiskaming Shores
Cindy Pye-Reasbeck	Trustee
Kirsten Elvestad	Superintendent of Education
Shannon Sayeau	Principal Representative

Committee Members Absent:

Skye Pomainville	Chair of the Committee, Parent - Timmins
Ashley Mitchell	Vice-Chair of the Committee, Parent - Temagami
Steve Meunier	Trustee (<i>Alternate</i>)

Guests in Attendance:

Christian Laforge, Vice-Principal THVS
Jo-Lene Dawson, School Council Member WEMPS
Julie Hutnick-Whitehead, Vice-Principal ELPS/TPS
L Roberge, Guest
Lesleigh Dye, Director of Education
Tanya Vincze, Presenter

Recording Secretary: Shanyin Bradford, Executive Assistant

1. Call to Order & Land Acknowledgement

The meeting was called to order at 5:30 p.m. by Kirsten Elvestad, Superintendent of Education. Chair Pomainville and Vice-Chair Mitchell sent their regrets.

We acknowledge as a School Board, that we are guests on the lands of the Anishinaabe, Algonquin and Cree people, located in the Robinson-Huron and Treaty 9 territory. We also recognize the enduring presence of all First Nations, Métis and Inuit Peoples.

2. Welcome & Introductions

The meeting began with introductions, participants sharing their role or interest in PIC, as well as the school community they are a part of.

3. Approval of the Agenda

The agenda was shared and reviewed. No changes were requested.

MOVED BY Michelle Fiset, THAT the agenda for this Parent Involvement Committee meeting dated February 25, 2026, be approved.

CARRIED

4. Review of Minutes

The Minutes from the last Parent Involvement Committee meeting were reviewed. No changes or corrections were requested.

MOVED BY Michelle Fiset, THAT the Minutes of the PIC meeting held December 10, 2025, be approved.

CARRIED

5. Presentation: K-3 Literacy (Lead Vincze)

Lead Tanya Vincze spoke our approach to literacy since the Right to Read report. This includes changes based on research-based tools and explicit, purposeful teaching of skills. There is a 3-tiered approach to teaching, with diagnostic assessments to monitor and focus supports and progress from whole-class learning to small group supports and focus groups, and the role of Early Reading Intervention (ERIT) Teachers. She explained how the small groups run for 4-6 weeks, and move and change based on specific needs.

There has been a 4% increase in our Gr. 3 EQAO results in our students who had this new literacy programming for only 1 year. She is excited to see results moving forward!

Copy of the presentation slides attached.

Discussion followed:

- There is a UFLI toolkit online that has great free resources, such as decodable books. Another parent confirmed that this toolkit is phenomenal.
- Suggestion for the Board to give presentations at the beginning of the year, to share information with parents about resources out there to help them support their kids.
- Lead Vincze has provided a resource for parents, which has been included at the end of the minutes (following the presentation slides), and shared with Principals.
- Students in Tier 2 or 3 still struggling 6 weeks later keep receiving all supports. Teachers can also reach out to spec. ed. for help, to see if there is a learning disability or other cause, and determine if more or different supports are needed.
- The government feels that this program will help reduce the need of spec. ed. interventions by building foundational skills. This young, it is important to ensure hearing/sight are good, all available supports are in place, medical conditions are diagnosed. Going in with more and better information when they can be referred for assessment in Gr. 3 will help ensure the most accurate results.

6. Strategic Plan Vignette

The Strategic Plan Vignette for February (Technology in Action) was played. The link is available in the agenda, or visit the DSB1 [YouTube](#) channel.

7. Budget Planning

Superintendent Elvestad opened the discussion on what the committee might like to do with their budget for the school year. She shared that some schools had submitted requests for extra funds for Parents Reaching Out (PRO) projects, that the committee may be interested in supporting. Discussion followed.

MOVED BY Emilie Runnalls, THAT the Parent Involvement Committee provide additional funding for the school Parents Reaching Out projects as requested, for a total of \$2,200.

CARRIED

MOVED BY Shannon Wittmaack, THAT the remainder of the PIC budget be held for disbursement to schools to top up further PRO projects that may be submitted.

CARRIED

8. Correspondence

None.

9. Other Items

New curriculum for kindergarten programs, beginning in 2026: Will this new literacy curriculum be changing because of it? There is some ongoing staff training for teachers and early childhood educators on the implementation of the new curriculum. Superintendent Elvestad will get some details on the coming changes to share with the committee.

10. Future Meeting Dates & Topics

- a. Meeting Dates: April 22, 2026
- b. Topics for Discussion: Supports for students with IEPs is the preferred topic for the next meeting.

11. Lollipop Moments

Michelle Fiset shared that her son in Gr. 3 was having a rough morning. He hadn't slept well and didn't want to go to school. Then remembered he had boys club, and suddenly wanted to go. This was something put into place to encourage attendance, and has proven effective. Principal Julie Hutnick-Whitehead was very glad to hear it!

Superintendent Elvestad had the opportunity when visiting a school to help out a kid who was. When she asked what was wrong, his response was soulful "My heart is broken!" Turns out, his friend wouldn't let him copy their work... such drama!

12. Adjournment

Superintendent Elvestad thanked everyone for coming out, and for their participation.

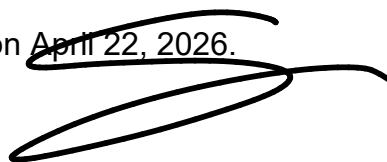
MOVED BY Michelle Fiset, THAT we adjourn and report to the Board.

CARRIED

The meeting was adjourned at 6:30 p.m.

The Minutes were approved by the Committee on April 22, 2026.

Signed:



SECRETARY OF THE BOARD

CHAIR OF THE COMMITTEE



Early Reading at DSB1: K-2

Lead Tanya Vincze |
February 25, 2026



District School Board
Ontario North East

Our Vision

Preparing our learners for their future success.

Our Mission

Providing meaningful growth opportunities.

Our Strategic Priorities

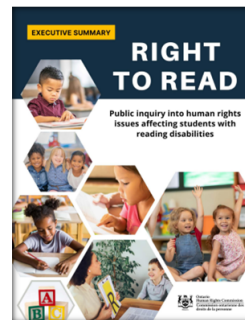
Achieve

Belong

Create

Structured Literacy

- **Systematic instruction** follows a carefully planned scope and sequence, uses decodable texts, and progresses from simple to complex skills taught in small, manageable steps.
- **Explicit Instruction** is clear, direct and purposeful



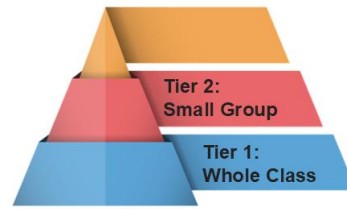
Tier 1 Instruction: Whole Class

- Explicit, systematic, research-backed phonics instruction
- Focus on foundational reading and spelling skills, including phonological awareness, decoding, and encoding



Tier 2 Instruction: Small Group

- Targeted support addressing specific skill needs in addition to Tier 1 instruction
- Groupings determined through diagnostic assessment
- Ongoing progress monitoring to determine skill mastery or need for additional support

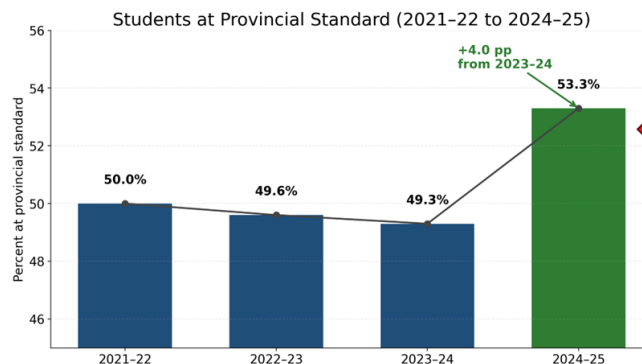


Tier 3: Small Group

- Delivered by an early reading intervention teacher (ERIT)
- Provided to students requiring support in addition to Tier 1 and Tier 2, as identified through data
- Primarily focused on Grade 2; support does extend to other grades in small schools



EQAO READING RESULTS

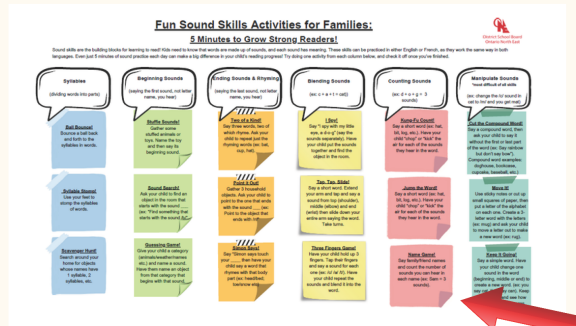


These grade 3 students were the first cohort to receive structured literacy support beginning in grade 2.



Supporting Your Child's Early Reading Skills (K-2)

Sound skills are the building blocks for learning to read! Kids need to know that words are made up of sounds, and each sound has meaning. These skills can be practiced in either English or French, as they work the same way in both languages. Even just 5 minutes of sound practice each day can make a big difference in your child's reading progress! Try doing one activity from each column on this chart, and check it off once you've finished. **(Click on the image to access the resource)**



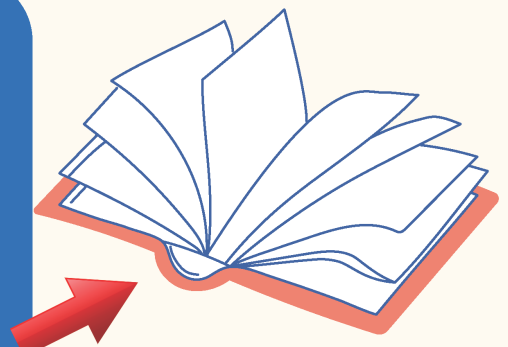
English Programming Resources

Here are home practice activities created by UFLI that support the sounds being taught at school using the UFLI program **(Click on the grade names to access the resources.)**



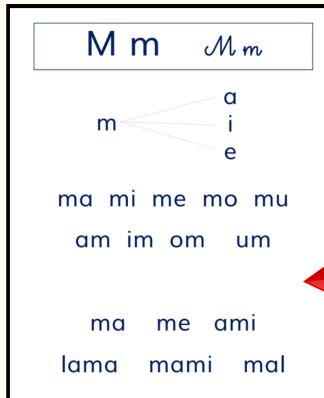
Roll and Read is a simple, no-prep phonics game where players roll a die, find the corresponding column on a game board, and read a word aloud to earn points or cover it with a marker. It strengthens decoding and vocabulary skills, often played with 2+ players trying to fill columns or reach a finish line first. **(Click on the grade names to access the resources.)**

Families can support their child's reading at home by using the supplemental passages as short, regular practice opportunities that reinforce skills taught in school. These passages are designed to match what children already know, so parents can encourage their child to slowly sound out words, reread the passage to build smoother reading, and notice improvements over time. Reading the same passage more than once helps strengthen accuracy, confidence, and fluency. **(Click on the book to access the resource)**



French Immersion Programming Resources

Decodable Passages

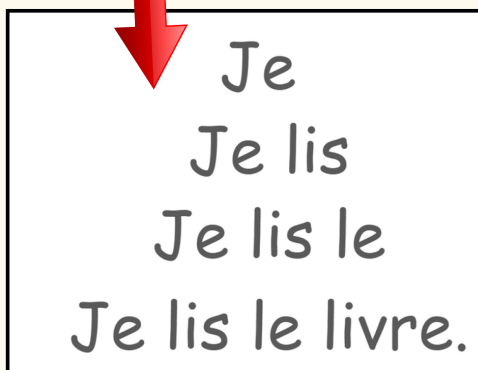
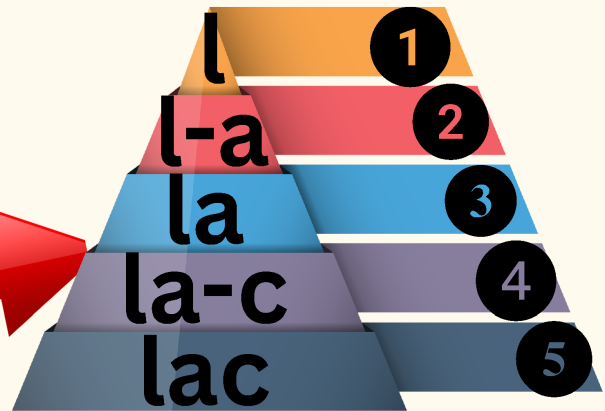


Here are some decodable passages to practice reading. Each PDF focuses on one specific sound. Have your child read these passages to you. Repeated reading will help your child build confidence and master the targeted sounds.

(Click on the image to access the resource)

These word/sentence trees help children practice reading words and sentences. Start with the first word or sound, then add the new part, moving from 1 through 5. Read the word/sentence as it grows.

(Click on the pyramid and image below to access the resources.)



All of the shared resources support repeated reading, which helps build your child's confidence and improve reading fluency. Please keep practice fun and low-pressure, and enjoy this special time learning together.

There are many literacy terms that you may not understand. Here is a glossary containing high-level explanations for many terms used in the language curriculum.

(Click on the image to access the resource)





Parent Involvement Committee

2025-2026

SUMMARY OF ACTIVITIES

Committee Members:

Skye Pomainville	Chair of the Committee (Timmins)
Ashley Mitchell	Vice-Chair of the Committee (Temagami)
Amanda Portelance	Parent Representative (Kirkland Lake)
Amy Elston	Parent Representative (Timmins)
Emilie Runnalls	Parent Representative (Kerns)
Michelle Fiset	Parent Representative (Elk Lake)
Shannon Wittmaack	Parent Representative (New Liskeard)
Cindy Pye-Reasbeck	Trustee (Hearst, Kapuskasing)
Steve Meunier (<i>Alternate</i>)	Trustee (Timmins and Area)
Kirsten Elvestad	Superintendent of Education
Shannon Sayeau	Principal Representative

Acknowledgement:

We acknowledge the dedication and commitment of all members in providing thoughtful insight and perspective to advise and support the Board in its efforts to communicate meaningfully with parents, increase parent engagement, and help families support their children's learning.

Meetings:

October 29, 2025 (*no quorum*)
December 10, 2025
February 25, 2026
April 22, 2026

Information and Advice:

The following information or advice was given to share with the board:

- Information about resources that are out there for parents to help support their children should be readily available, and be shared regularly with families - at the start of the year, when new resources become available, when there are changes in the curriculum. Would request that principals be reminded of this, especially.

Strategies and Initiatives:

Strategies and initiatives developed that the board could use to effectively communicate with parents and to engage parents to support their children's learning at home and at school:

- Creating more interactive and meaningful presentations/discussions at meetings would increase interest and attendance by parents – for school councils and PIC in particular. Share ways in which parents can make an impact, and they will do so.

Information Communicated:

Information on the following topics was communicated to share with school councils and parents:

- Board Strategic Plan (2025-2029)
- Fresh from the Farm initiative (Ministry memo)
- Mental Health Services
- K-3 Literacy
- Individual Education Plans

Supports Provided:

The following supports were provided for schools, school councils, or parents:

- K-3 Literacy parent resource created by Board at PICs recommendation and shared with schools/parents
- Additional funding provided for school/school council Parents Reaching Out (PRO) projects

Future Plans:

Financial Statement:

Source	Amount
Allocation from Ministry	\$6,182
Revenues	\$0.00
Expenditures	\$4,200
• PRO Project – Central PS	\$1,000
• PRO Project – Elk Lake PS	\$500
• PRO Project – Schumacher PS	\$700
• PRO Project – Iroquois Falls SS	\$1,500
• PRO Project – Englehart HS	\$500
Year-End Balance	\$1,982

Signed:



 Skye Pomainville
 PIC Chair

2026-05-06

 Date



Chair's Report

June 2, 2026

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

The list of our DSB1 celebrations and graduations was shared in an updates email from CEO Dye. If you have not done so already, please let Ms. Demers know which events you are planning to attend so we can ensure there is at least one trustee and/or a senior staff member present at each event.

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

The Ontario government confirms that Bill 101: *Putting Student Achievement First Act, 2026* received Royal Assent on **May 7, 2026**. The legislation aims to create a more accountable, consistent, and modern education system, with implementation largely effective immediately and additional regulations coming before the 2026–27 school year.

1) Governance & Accountability

- Director of Education becomes Chief Executive Officer (CEO); Minister approval is required to terminate the CEO.
- Introduction of a Chief Education Officer (CEdO) role; for smaller boards like ours, the CEdO and CEO may be the same person.
- CEO is an ex-officio board member, and future rules may require CEO/Chair confirmation for board decisions.
- Expanded Minister authority over:
 - Trustee honoraria and expense policies
 - Board communications
 - Capital projects (including intervention or takeover)
 - Budget processes where boards are at an impasse
- Increased oversight of board subsidiaries (e.g., transportation, foundations).
- In labour relations:
 - The Council of Ontario Directors of Education CODE becomes the central employer bargaining agency for English-language boards. "Now that the Bill has passed, the Minister intends to make such regulations."



Chair's Report

2) Student Learning Experience

- Minister gains authority to set policies on:
 - Educational materials
 - Student assessment, including potential requirements for attendance, participation, and formal exams
- School climate surveys are no longer mandatory.

3) System Changes

- Languages of Instruction Commission dissolved, replaced with a new dispute mechanism.
- Families may receive a child's Ontario Education Number at birth for expanded data collection and planning.
- Teacher education programs will be shortened back to one year.

Effective immediately, boards must not reimburse or cover:

- Trustee association membership fees
- Costs for discretionary events, including:
 - Conferences, PD, symposiums
 - Associated travel, meals, accommodations

More changes are coming soon through regulations and mandatory policies.

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

In response to the changes announced with the Bill 101 memo, the OPSBA's Annual Meeting and Program is now a one-day online event on **June 5, 2026**. If you have not already registered, it is now a free event available through the [event site](#).



Title	Student Achievement and Well-Being Committee
Date	April 21 st 2026
Presenter	Rosemary Pochopsky
Strategic Priority	Achieve, Belong, Create
Background and Information	The Committee held its first meeting on April 21st 2026 All trustees on the Committee were in attendance. Rosemary Pochopsky was acclaimed as Chair Crystal Hewey was acclaimed as Vice-Chair We received very detailed reports from: Superintendent Elvestad, Lead MacDonald, Lead Vince, and Superintendent Mowbray on Student Achievement. Lead MacDonald presented the Math Report. Director Dye, and Lead Innes presented the Indigenous Student Success Initiative. The Student and Family Support office item on the agenda was deferred to the May19th meeting. We would like to congratulate the KLDCS Robotics team for winning Silver in the Provincial Skills Robotics Competition held in Toronto. Thank-you to the coaches: Dan Kurz, Devon Ladd and Liam McBean, and the Robotics Team for your dedication and hard work.



Title	Student Achievement and Well-Being Committee
Date	June 2 nd 2026
Presenter	Rosemary Pochopsky
Strategic Priority	Achieve, Belong, Create
Background and Information	The committee met on May 19th All members were present, and we welcomed trustee Draves and trustee Wiwchar as observers. Communications Manager Denis gave a report on the Student and Family Support Office. The Office is being established, as directed by the Minister of Education, to assist families in navigating complex situations. Indigenous Student Success: Part Two Presented by CEO Dye and Lead Innes. Kevin McRae Principal, ESCHS. 90 out of 212 students identify as FNMI Sheri Kidd Teacher, TDSS. 117 out of 574 identify as Indigenous Shannon Daly Principal, THVS. 152 out of 612 identify as Indigenous Thank you for your presentations. They are absolutely heartwarming. They focused on indigenous student success initiatives and outcomes at ESCHS, TDSS and THVS. You shared several student success stories, emphasizing the importance of relationship- building, targeted support and proactive interventions. Generative AI Guidelines: Superintendent Elvestad Students Guiding Principles • Use Generative AI as a Learning Support. • Practice Transparency and Academic Honesty. • Beware of Incorrect Information. • Protect your Privacy and the Privacy of Others. • Avoid Any Prohibited Use of AI Tools. • Practice environmentally Sustainable use of Generative AI. Staff Guiding Principles • Use Only Approved AI Tools. • Protect your Privacy and the Privacy of Others • Beware of Bias, Discrimination and Incorrect Information. • Safeguard Decision-Making, Staff and Student privacy. • Maintain transparency. • Respect Intellectual Property, Copyright and Academic integrity • Prohibit Unauthorized or Harmful Uses of AI • Integrate Generative AI as Supportive Teaching Aid. • Uphold the integrity of Assessment and Evaluation. • Practice Environmentally Sustainable Use of Generative AI Literacy: Presented by Superintendent Elvestad.

	Staff have been working with Grade 3 Students on EQAO Mock Reading Assessments. The key observations were: • Improvement across all classes • Strength in multiple choice • Growth in reading comprehension • Transfer of phonics strategies to writing • Consistency in restating the question. Smooth Rock Falls and Kapuskasing District High School: Superintendent Elvestad and Superintendent Mowbray gave us an extensive overview of the pedagogical, operational, and fiscal challenges associated with establishing a secondary school program for a projected population of 18, Grades 9-12. Limitations to covering 4 grades 9-12. Access to special education needs The trades gap Pathway conflict Most boards, including ours, do not offer e-learning courses for grades 9&10 Grades 11&12 would be largely e-learning. Extracurricular limitations. Social Isolation. Bill 101(Student Attendance and Exams): CEO Dye The Ministry of Education has not yet put forward legislation with exceptions for student attendance.
Recommendation	THAT: The Board maintain the current program structure for grade 9-12 SRF students, to ensure they have access to the robust staffing, diverse pathways, and extracurricular richness they currently have access to and deserve. THAT: The Chair of the Board send a letter to the Minister of Education on behalf of the trustees, regarding the possible exceptions to the student attendance Legislation.



District School Board
Ontario North East

Indigenous Student Success

Kevin McRae Principal, ESCHS

Sheri Kidd Teacher, TDSS

Shannon Daly Principal, THVS



Indigenous Student Success at Ecole Secondaire Cochrane High School



District School Board
Ontario North East

Student Population at Cochrane High

There are currently 90 out of 212 students at Cochrane High who identify as FNMI

Grade	Number of Students
9	17
10	22
11	21
12	30

Continuous Tracking, Monitoring and Support

We have been able focus with greater intensity on student attendance, achievement, and re-engagement.



From 0 to 4

A grade 9 student of ours, that has been in and out of foster care and did not earn any credits first semester, recently fully re-engaged and is on track to achieve 4 of 4 credits this semester. This has been achieved by consistent communication with his foster mother, constant collaboration with classroom teachers, and by developing a rapport with the student based on showing a genuine interest in his well-being and success.



A Heartwarming Success Story

A student spent the first couple of years of high school full time in a highly supported classroom. When she integrated into credit bearing classes, she was incredibly shy and struggled with the transition.

Slowly, she became involved in the school community and built relationships with her peers and her teachers. She successfully completed the PLAR process with the help of the Student Success team, completed her 30 credits and is now taking courses above and beyond the 30 because she enjoys being at school so much.

She will be graduating in June and moving onto a bright future!



Incredible Growth

A student spent the first three years of high school disengaged and falling behind in her credit accumulation, without really forming any bonds with peers or staff. When she began her grade 12 year, she needed 10 credits to graduate.

She expressed in a meeting with the guidance counsellor that it was her goal to graduate and that she wanted to work in diagnostic imaging. This student thrived all year, stepping out of her comfort zone, doing a co-op placement in a special needs classroom, taking on a huge workload, and even completing the SHSM program.

She will graduate this year and move on to great things!



Slow start, strong finish to grade 9

Despite starting semesters 1 and 2 slowly, this young lady has persevered under the most arduous circumstances. She has overcome a mental health crisis and a difficult home life to currently be on track to achieve 8 of 8 credits this year.

Continuous monitoring from our ISA and weekly Student Success check-ins have helped this student to develop a consistent routine and positive attitude towards their learning.



Graduation Rates

Of 45 potential graduates identified in September 2025, 22 identify as Indigenous. Of that 22, 19 are projected to graduate.

The ongoing support provided by the Student Success team has played a pivotal role in this.



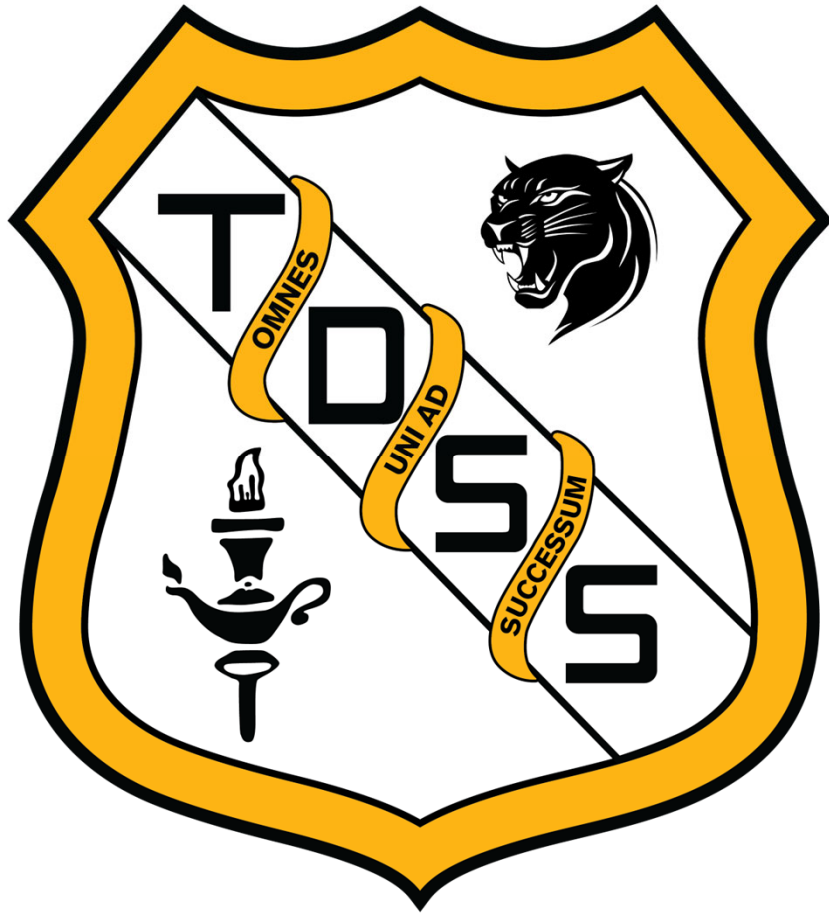
Proactive Credit Rescue

Through direct contact with classroom teachers, parents and guardians and the students themselves, we have been able to keep students from falling behind in classes and to get caught up when they have.



Our Hope: More Structured, Cohesive, and Comprehensive

- Beginning with effective transition planning for our incoming Grade 9s, the role will see a more focused approach to student achievement, ongoing tracking and monitoring, greater collaboration and communication with Teachers, Support Staff, and school families.
 - The Student Success team will operate as a cohesive unit, ensuring success for all students.
- 



T.D.S.S. Indigenous Student Success Pilot

Sheri Kidd



District School Board
Ontario North East

Keys to Success

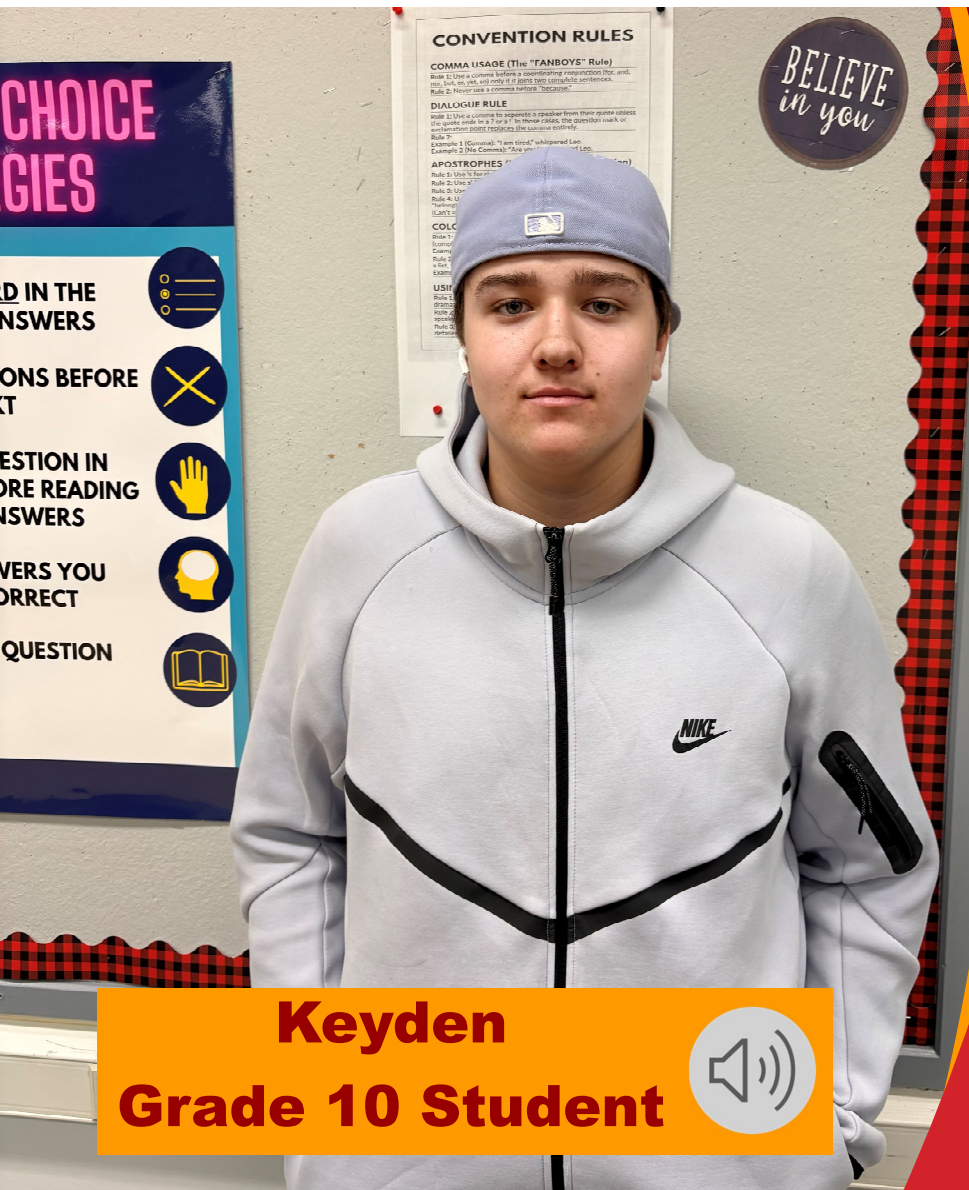
**20% of students in Grades 9-12
at TDSS identify as Indigenous**

**In-Class &
Withdrawal
Support**

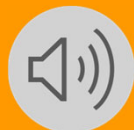
**(Student Success
Room)**

**Data
Tracking
and Early
Intervention**

**Relationship
Building
(with students
and families)**



Keyden
Grade 10 Student



"When I didn't know what I was doing, your role and what you did helped me a lot."

"Working with you in Science this year is helping my Science go up a lot because it was dropping a lot and when I started working with you, it's actually starting to come up a lot."

Keyden earned 4/4 credits in Semester 1 and recovered a credit from last year

Grade 9 Credit Accumulation

(PowerBi May 18th 2026)

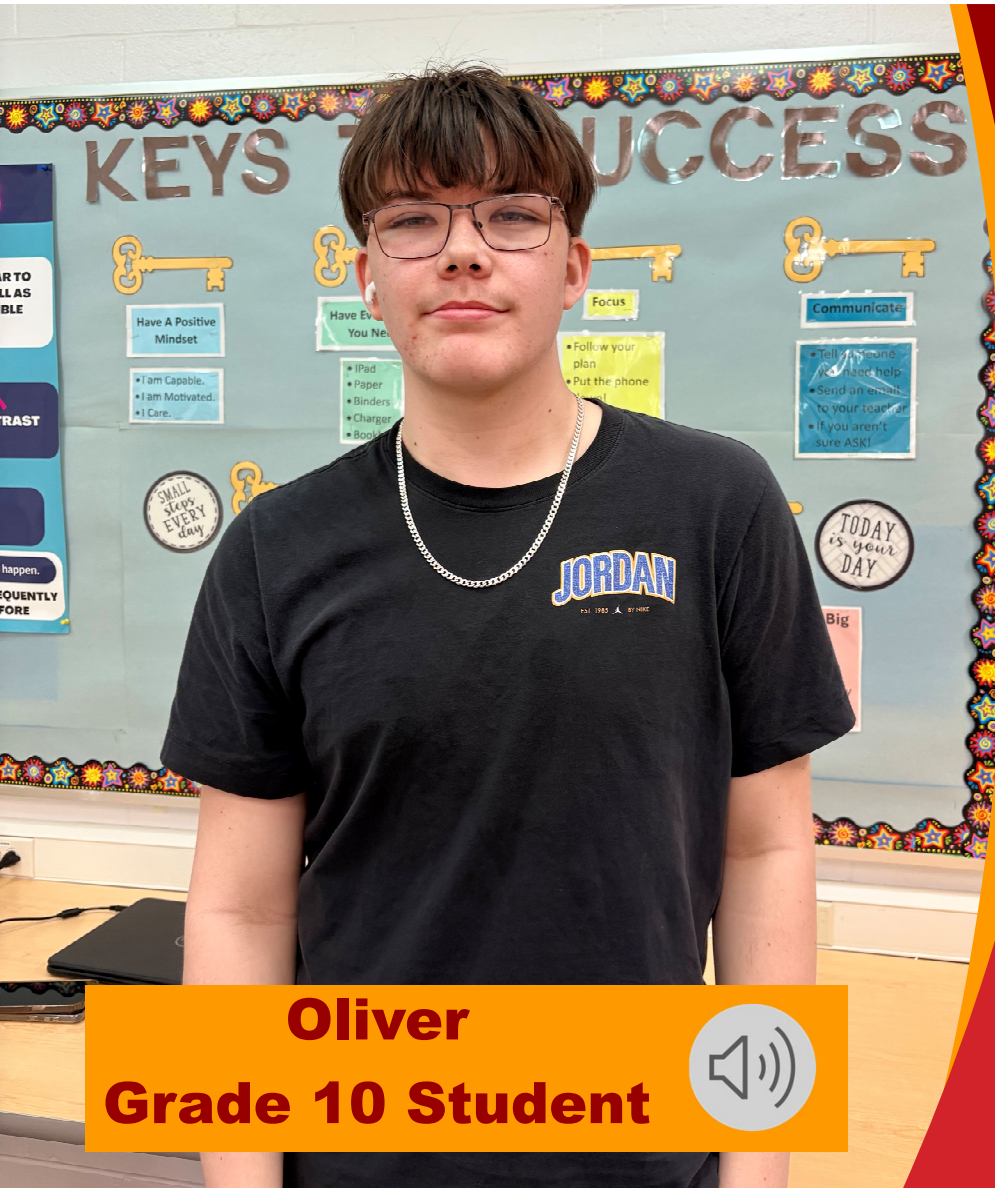
Grade 9	TDSS
2025-2026 Semester 1	85.7% (18/21)
2024-2025	60%
2023-2024	63%
2022-2023	60%
2021-2022	61%

Grade 10 Credit Accumulation

Grade 10	TDSS
2025-2026 Semester 1	53%
2024-2025	57%
2023-2024	48%
2022-2023	31%
2021-2022	37%

On Track for 4/4 Semester 1

Filters: All	% On-Track for 4 Credits	On-Track for 4 credits	Behind
16 Included Students	81.3%	13 Students	3 Students

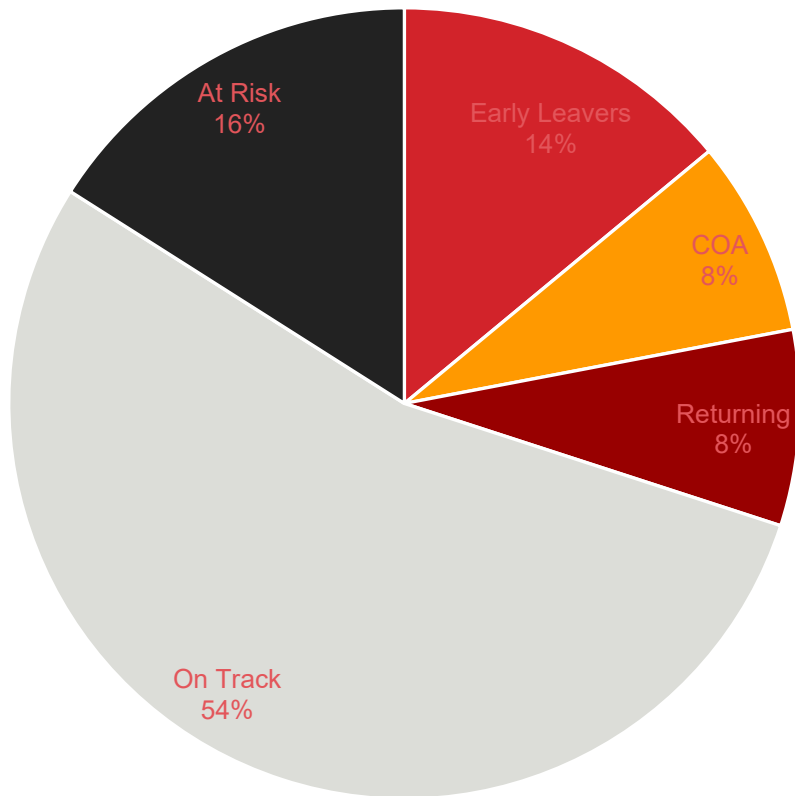


"You were actually able to help me a lot considering that you would go out of your way to pull me out of my classes to help me with that work or you'd come into my classes and help me with that work. You were just there when I needed you."

Despite having credits at risk at midterm, Oliver earned 4/4 credits in Semester 1

Grade 12 Graduate Data (PowerBi – May 18th)

35 Students



Current Supports

- **Grade 12 graduation rate**
- **In-class & withdrawal supports (including monitoring of e-Learning & PACE courses)**
- **Supporting potential graduates with completing their required community hours**

ONE HOPE FOR NEXT YEAR

We are excited to continue the program and hope to be able to continue to work together and meet monthly with the SERT, ISAs, and Student Success team.

We hope to continue to build relationships with staff members to better support students as a **team**.





Indigenous Student Success at Timmins High

Shannon Daly



District School Board
Ontario North East

Student Population at Timmins High

There are currently 152 out of 612 students at Timmins High who identify as Indigenous

Grade	Number of Students	Percentage on Track
9	28	82.14%
10	45	51.11%
11	40	67.50%
12	39	70.27%

Active Outreach

We have been able to successfully re-engage students who had previously lost confidence in their ability to graduate and support them in returning to a productive learning environment focused on achieving success in high school.

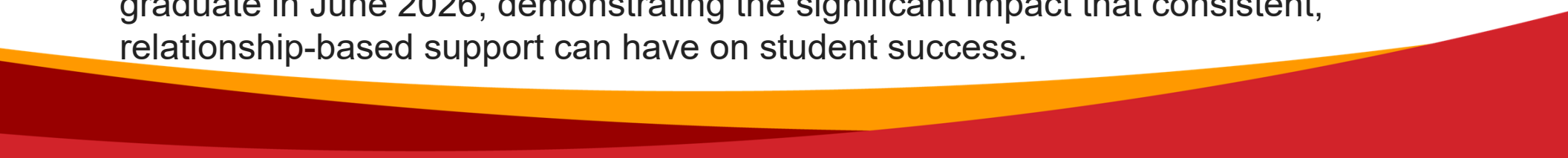


From 17 Credits to “Graduation”

A student entered Grade 12 in September with only 15 credits and was frequently disengaged from school, often spending time in the hallways rather than in class. During first semester, they were removed from two of their four courses after accumulating 15 consecutive absences; however, following consistent outreach from our team, the family became actively engaged in supporting the student alongside the school.

Through continued encouragement, targeted academic support, the opportunity to complete PLAR credits, and ongoing relationship building led by our Indigenous Student Success Lead — including regular check-ins, communication with the family, and physically walking the student to class — the student gradually re-engaged in his learning, obtaining the remaining credits from semester 1.

He is now on track to achieve 4 out of 4 credits this semester and is likely to graduate in June 2026, demonstrating the significant impact that consistent, relationship-based support can have on student success.



Increased Graduation Rates

In September 2025, 40% of Grade 11 students were at risk. In March, 33% are at risk. With this decrease, we will see more success with our Grade 12 students in the 2026-2027 school year.

In September 2025, 48% of Grade 12 students were on track to graduate. In May 2026, 72% of Grade 12 students are on track to graduate. This is a slight increase from 69% last year.



Proactive Credit Rescue

We have been able to directly assist students with overdue assignments to ensure they stay on track.

Course	Midterm Grade	Current Grade
TMJ2O	44	72
NAC2O	34	53
NAC2O	43	55
FIF3U	40	51
TMY3C	47	73
TMY3C	39	69
NAC2O	33	45 (close!)

Our Hope: Continued Opportunity for Relationship Building

While continuing to focus on academic support for our most vulnerable students, we can strengthen our collaboration with the Indigenous Student Advisors to create meaningful educational opportunities both inside and outside of the school setting that foster stronger relationships and a greater sense of connection for students.





District School Board
Ontario North East

Meegwetch
Merci
Thank you



CODE OF CONDUCT

1.0 Rationale

District School Board Ontario North East is committed to supporting a strategy for promoting a safe, inclusive, and accepting school climate. The purpose of the Code of Conduct is to ensure the rights and responsibilities of all members of the school community. Practices will focus on prevention and will foster dignity and respect while ensuring the safety of all through firm, fair and progressive strategies designed to promote both self-respect and respect for others.

2.0 Definitions

Personal Mobile Device: A personal mobile device is any device that is both portable and capable of collecting, storing, transmitting or processing electronic data or images. The term implies wireless communications.

Progressive Discipline: Progressive Discipline is a range of early and later interventions, supports and consequences that are developmentally appropriate. It includes opportunities for students to learn from mistakes and focus on improving behaviour.

School Community: The School Community includes trustees, all staff of the Board (administrators, principals and vice-principals, teachers, support staff), students, parents, police services, community partners, and community groups who use Board facilities.

3.0 Policy

It is the policy of District School Board Ontario North East to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct. **A This** Code of Conduct **will** promote responsibility, respect, civility and academic excellence. **It sets by setting** clear standards of behaviour for all members of the school community. The **Board's** goal is to create a positive school climate where all members of the school community feel safe, included and accepted.



VIOLENCE PREVENTION

1.0 Rationale

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning environment;

Students, their families, school staff, volunteers and the community have a right to expect that schools will be safe and free of violence;

Students must learn how to handle conflict and anger in non-violent ways in order to become responsible citizens.

The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities. Actions off school property, before or after school, that impact the moral tone of the school and/or climate of school safety will be addressed.

2.0 Definitions

Assault: A person commits an assault when, without the consent of an individual, they apply force intentionally to that person, directly or indirectly; or when they attempt or threaten, by act or gesture, to apply force to that person, if they have, or cause the person to believe on reasonable grounds that they have, present ability to effect their purpose.

Bullying: aggressive and typically repeated behaviour by a pupil where:

- a. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - I. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - II. creating a negative environment at a school for another individual, and
- b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- c. For the purposes of this definition, behaviour includes the use of any physical, verbal, electronic, written or other means.

Harassment: words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms, or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the *Human Rights Code*.

Intimidation: Wrongfully and without lawful authority compelling another person to do anything they have a lawful right to abstain from doing or preventing them from doing anything that they have a lawful right to do. Forms of intimidation include, but are not limited to: threats, stalking, hiding the person's property or hindering them from using it, or hazing.

School Community: the staff, pupils and parents of the school and its feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

Stalking: repeatedly following, communicating with, besetting or watching the dwelling place where a person or anyone known to them resides, works, carries on business or happens to be, without lawful authority to engage in such conduct and where the person doing the stalking knows that they are harassing the person, causing the person to fear for their safety or the safety of a person known to them.

Violent Incidents/Behaviour: verbal or written threats, bullying, verbal or physical aggression/assault, harassment in any form, or criminal activity by an individual or group of individuals which has the effect of impairing or might have the effect of impairing the health and welfare of any student or employee.

Weapon: any object or thing used to threaten or inflict harm on another person which includes, but is not limited to, knives, guns, replica guns, and animals.

3.0 Policy

District School Board Ontario North promotes a safe and orderly learning environment for its students, their families, school staff, volunteers and community through the implementation of effective measures to deal with violence in the schools. These measures include the establishment of preventative procedures, the provision of appropriate early intervention procedures, and the administration of disciplinary action in accordance with the Education Act, Board Policy, the Ontario Schools Code of conduct, the Criminal Code and other appropriate legislation.



SUPERVISED ALTERNATIVE LEARNING (SAL)

1.0 Rationale

The Supervised Alternative Learning (SAL) policy is intended to provide support for the consistent implementation of policies and programs to re-engage students who are not attending school and who are therefore at risk of not graduating. The District School Board Ontario North East SAL policy aims to increase the accountability and consistency of the practice of excusing students who are fourteen to seventeen years of age from attending school, but also provides the flexibility to allow local applications that would benefit students.

The purpose of SAL is to reach a small number of students who are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools use are not successful, then SAL may be used by schools to meet their needs. It is intended to be used for a very small segment of the student population, and only when other measures to help a young person remain in school are not effective. A period of time away from regular school attendance can help a young person resolve an issue so that they can return to school at a later date. In all cases, the primary goal is to offer a program that is in the student's best interests, reflects their input, and supports the student in meeting their goals.

While in SAL, students can participate in a variety of learning activities, which can include taking courses and/or training, earning certifications, and developing job-search skills and the various essential skills, work habits, and life skills that will help them lead productive adult lives, as well as doing volunteer work and/or other work. As much as possible, opportunities to earn credits should be included in each student's program. SAL also enables boards to connect students with the appropriate services provided by various health and community agencies to help students address their barriers to learning.

The Supervised Alternative Learning (SAL) policy provides a flexible, accountable framework to re-engage students aged 14 to 17 who are at risk of leaving school before graduation. Designed as a final intervention when traditional retention strategies have failed, SAL allows for a temporary excusal from regular attendance to help students resolve personal barriers while remaining connected to the education system. By prioritizing the student's best interests and individual goals, the policy ensures a consistent approach to supporting a small, vulnerable segment of the population in their eventual return to school or successful completion of their studies.

2.0 Definitions

Barriers to learning: Any obstacles or challenges that prevent an individual from fully engaging in or benefiting from an educational program. Some examples include: ancestry, culture, ethnicity, gender identity, language, physical ability, intellectual ability, race, religion, sex, sexual orientation, socio-economic status, and any other dimensions of diversity and/or their intersection.

Board SAL Committee: The group of individuals responsible for the program, comprised of a Supervisory Officer, the Student Success & Pathways Vice-Principal Lead, three one Trustees, three Attendance Counsellors, a community partner, and the Board Lead for Mental Health & Well-Being.

Primary Contact: person directly responsible for monitoring a Supervised Alternative Learning Plan (SALP) (e.g., student success teacher, guidance teacher, attendance counsellor).

Parents: refers to parent(s) and guardian(s).

SAL: Supervised Alternative Learning.

SAL Committee: refers to all members of the School SAL Committee and Board SAL committee

School SAL Committee: The group of individuals responsible for the program at the school level, comprised of the school principal, attendance counsellor, student success administrator, Student Success Teacher, Indigenous Student Advisor, Special Education Resource Teachers, and primary contact.

SALP: Supervised Alternative Learning Plan.

3.0 Policy

Ontario Regulation 374/10 enables the Supervised Alternative Learning Committee of a board to excuse students aged 14 to 17 years of age from attending school while they continue to participate in learning under the supervision of the board or a school of the board. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals. The student and the parent(s), unless the student is at least 16 years of age and has withdrawn from parental control, must agree to participation in SAL.



INDIGENOUS (FIRST NATION, MÉTIS AND INUIT) VOLUNTARY SELF-IDENTIFICATION

1.0 Rationale

District School Board Ontario North East ensures that all students have equitable access to educational programs and strives to support all students in achieving academic success and well-being. In accordance with the Ministry of Education's First Nation, Métis and Inuit Policy Framework, students who identify as Indigenous will have the opportunity to self-identify. Recognizing the rights of all students who identify as Indigenous through implementation of a self-identification strategy is the first step in addressing needs. Students experiencing gaps in their overall success, student achievement and well-being, will have access to necessary supports.

Specific to supporting overall success of students who identify as Indigenous, District School Board Ontario North East will commit to the following:

1. Set high expectations for each learner;
2. Provide engaging learning environments inclusive and respectful of traditions and culture;
3. Improve achievement scores as measured through classroom and board assessments including EQAO assessments in primary, junior and intermediate;
4. Improve student retention and graduation rates;
5. Ensure that all students who identify as Indigenous have access to various pathways;
6. Continue positive and productive relationships with families and members of First Nation communities.

2.0 Definitions

Aboriginal Identification: Aboriginal identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that "Aboriginal peoples" include "Indian, Inuit and Métis."

First Nations: First Nations peoples include both status and non-status peoples: status refers to peoples registered under the Indian Act, holding certain rights and benefits that are not available to non-status or Métis people.

Non-Status: Non-status refers to peoples who consider themselves persons of Aboriginal descent who do not meet the criteria of the Indian Act or who, despite meeting those criteria, have not been registered as a status Indian.

Métis: Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation. (Source: Métis Nation Resolution, 2002)

Inuit: Inuit is a distinct group of Aboriginal people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec and Northern Labrador). Source: Indian and Northern Affairs Canada)

3.0 Policy

District School Board Ontario North East is dedicated to ensuring that every student who identifies as Indigenous has equitable access to high-quality educational programs and the supports necessary to achieve academic excellence and personal well-being.

CEO's Report

June 2, 2026

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

Primary and Junior EQAO assessments are being written in our schools. I would like to thank the team of coaches who worked with educators throughout the year, as well as teachers for supporting their students through this significant assessment.

The leadership team and board office staff had the opportunity to hear Dr. Jean Clinton speak on Friday, May 22. Dr. Clinton spoke to us about the power of connection and reminded us to believe in the potential of every child and every person that crosses our path.

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

Two of our schools recently hosted Powwows. École Secondaire Cochrane High School and Temiskaming District Secondary School, along with their respective organizing committees planned beautiful events that honour and celebrate Indigenous cultures and ways of being. Meegwetch to everyone who was involved in planning these meaningful events.

The Learning and Teaching team hosted a virtual Welcome to Kindergarten Night on May 27. Families who joined learned about what to expect in Kindergarten and how to prepare children for a successful start.

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

DSB1 schools honoured Ontario Day on June 1st, 2026. Examples of activities and learning will continue to be shared on the District's social media platforms from schools.

Senior Team brought all the Leads together for a meaningful planning session on May 22nd. The group focused on meaningful ways to collaborate across portfolios and how to have the greatest impact on the system. We look forward to continuing this collaborative work into 2026-2027.



Title	2026 Summer Learning Programs																		
Date	June 2, 2026																		
Presenter	Administrative Council																		
Strategic Priority	Achieve																		
Background and Information	Elementary 63 students are registered for the K-6 Summer Learning Program in the Central Region. There were not enough registrations for an in-person program in any other region. The number of families interested in virtual options was very low. Focus Areas: 1. Literacy - Phonemic Awareness - Choose one overall expectation from the curriculum - Make sure to have a diagnostic assessment to determine growth - Mental Health and Well-Being component 2. Numeracy - Number Sense - One overall expectation focus - Diagnostic assessment (Knowledgehook) - STEM component Secondary There are 155 registrations currently for the Secondary Summer School Program for both in and out of board courses. Registration closes on May 29th, 2026. In-Board Summer School Registration Summary <table><tr><th>Class Section</th><th>Description</th><th># Accepted</th></tr><tr><td>SS-North</td><td>Cooperative Education 1 Credit</td><td>19</td></tr><tr><td>SS-Central</td><td>Cooperative Education 1 Credit</td><td>10</td></tr><tr><td>SS-South</td><td>Cooperative Education 1 Credit</td><td>8</td></tr><tr><td>SS-Reach Ahead</td><td>HIF10</td><td>24</td></tr><tr><td>Totals</td><td></td><td>61</td></tr></table> The HIF 10 – High School Survival Guide course is a new offering designed by Technology Enabled Learning Contact Kim Wagner. The course encompasses many skills that will set students up for success ahead of grade 9.	Class Section	Description	# Accepted	SS-North	Cooperative Education 1 Credit	19	SS-Central	Cooperative Education 1 Credit	10	SS-South	Cooperative Education 1 Credit	8	SS-Reach Ahead	HIF10	24	Totals		61
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	There are 81 out of board courses registered for and 13 waitlisted. Indigenous For students entering Grade 9, summer reach ahead credit, Grade 10 Civics and Careers. Dates: June 29 to July 30, 2026 Camp Olympia from July 5 to July 11, 2026 Special Education and Mental Health Mental Health Our Mental Health Team is dedicated to supporting student well-being over the summer through initiatives framed around the <i>5 Ways to Well-Being: Connect, Be Active, Take Notice, Keep Learning, and Give</i>. To bring these principles to life, we will be sharing regular mental health supports and resources via social media platforms and family newsletters, while also sponsoring two free swims at every community pool within the board to encourage connection and physical activity. Behind the scenes, our team will also spend time updating classroom resources to ensure educators are fully equipped to support students' mental health when they return in the fall. Special Education To support student success and ease transitions into the school environment, DSB1 explored the implementation of a two-week Summer Transition Program in August. The initiative is intended to support students, particularly those in high-support placements, who may experience challenges returning to school after summer break or entering school for the first time. The Summer Learning Program aims to provide high support students with opportunities to re-establish routines, reconnect with familiar staff and environments, and build confidence before the start of the school year. The program supports students already connected to participating in classrooms while also considering opportunities for new students within schools and high support programs. This initiative positively impacts student learning by reducing anxiety, strengthening school readiness, and supporting smoother transitions into September. By proactively addressing transition needs, DSB1 continues its commitment to creating responsive and inclusive learning environments that foster student well-being and success.
Recommendation	THAT the Board receive the 2026 Summer Learning Program report.

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST - MULTIYEAR INTERNAL AUDIT PLAN

MAY 2026

2024/2025

Audit	IT Security	Succession Planning	Follow Up
Area	Information Technology	Human Resources	
Notes	Reported August 26 th , 2025	Reported May 11 th , 2026	Reported May 11 th , 2026

2025/2026

Audit	Construction Monitoring	Safe and Inclusive Learning/Mental Health	Follow Up
Area	Facilities	Instruction	
Rationale		Moderate Risk Compliance	
Notes	Deferred: reassess during risk assessment 2026/2027	Start in May 2026	As management action plans are due

2026/2027

Audit	Risk Assessment	To be determined	Follow Up
Area	All areas		
Rationale	Last risk assessment 2021/2022		
Notes	To create multi year audit plan	Based on risk assessment results	As management action plans are due