



Parent Involvement Committee (PIC)

December 10, 2025, at 5:30 p.m.
Microsoft Teams

MINUTES

Committee Members Attendance:

Skye Pomainville	Chair of the Committee, Parent – Timmins
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
Kirsten Elvestad	Superintendent of Education
Jonathan Byer	Trustee, Chair of the Board
Shannon Sayeau	Principal Representative

Committee Members Regrets:

Ashley Mitchell	Vice-Chair of the Committee, Parent - Temagami
Crystal Hewey	Trustee, Vice-Chair of the Board

Guests Attendance:

Crystal Young, School Council Member, JHKPS
Elizabeth Kazienko, Mental Health Lead (Presenter)
Julie Hutnick-Whitehead, Vice-Principal TPS
Lesleigh Dye, Director of Education
Lesley Delaurier, Vice-Principal CoPS
Megan Selin, Principal WEMPS
Viktoriia Ganiman, School Council Member, RRBPS

Recording Secretary: Shanyyn Bradford, Executive Assistant

1. Call to Order & Land Acknowledgement

The meeting was called to order at 5:31 p.m. by Skye Pomainville, Chair of the Committee.

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. Appointments to the Committee

Chair Pomaineville shared that the Chair and Vice-Chair positions will be held by the current members for 2025-26, as the second year of their term on the executive. She invited all parents present at the meeting to become a part of the committee. Namely:

- Amy Elston – parent, school council chair for WEMPS
- Amanda Portelance – parent, school council member CenPS
- Emilie Runnalls – parent, school council chair for KPS
- Michelle Fiset – parent, school council member ELPS
- Shannon Wittmaack – parent, school council co-chair TDSS

All confirmed their nominations and interest in becoming members of the Committee.

MOTION: That the nominees as listed above be appointed to the Parent Involvement Committee.

- Moved by: Michelle Fiset
- Seconded by: Shannon Wittmaack

CARRIED

4. Approval of the Agenda

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

MOTION: That the agenda for this Parent Involvement Committee meeting dated December 10, 2025, be approved.

- Moved by: Emilie Runnalls

CARRIED

5. Review of Minutes

The Minutes from the Parent Involvement Committee meeting held on December 11, 2024, and the informal meeting notes of the meetings held on February 19, April 16, and October 29, 2025, were reviewed. No changes or corrections were requested.

MOTION: To approve the Minutes of the PIC meeting held December 11, 2024, and accept the informal meeting notes of the meetings held on February 19, April 16, and October 29, 2025.

- Moved by: Michelle Fiset

CARRIED

6. Presentations

- a. Caring for Students Beyond the Classroom** (Mental Health Lead Kazienko)

Lead Elizabeth Kazienko outlined the board's Mental health services, how they are organized and how they work with community services. She discussed signs to watch for that may indicate a child needs help, how to start conversations, and who they can reach out to. The presentation slides are included at the end of the Minutes.

Chair Pomaineville thanked her for her presentation.

7. Strategic Plan Vignette

The vignette for November (Learning beyond the classroom) was played. The link is in the agenda, or you can visit the DSB1 [YouTube](#) channel to view this vignette and more.

8. Correspondence

Nil.

9. Other Items

Shannon Wittmaack asked about how the board deals with destruction of school property. Their school council had a lengthy discussion about the bathrooms vandalized there. Superintendent Elvestad said it is not happening board-wide, but that these tend to be localized issues that happen periodically. The school council is the right place for these discussions, since responses would vary depending on individual school needs.

Amy Elston asked, with the recent decrease in EAs, what supports are being put in place to prevent children from falling through the cracks now. Is anything coming from the Ministry? What is the board/school response? Director Dye shared that the board knew, when we were so generously supported by Jordan's Principle, that it would not last forever. During that time, the board did not reduce their own EAs, rather continued to increase, and have just now added more based on our revised estimates. We also have transitional EAs providing temporary help to children for specific strategies. The Special Education team works closely with schools, monitoring student needs based on feedback/requests by teachers, principals, and families, ensuring EAs are placed where they are most needed. Amy wondered how the increase in EAs corresponds with our enrolment numbers. Director Dye confirmed that there is a correlation, as our number of students with special needs has also increased over that timeframe.

10. Future Meeting Dates & Topics

a. Meeting Dates:

- i. February 25, 2026
- ii. April 22, 2026

b. Topics for Discussion: new suggestions made for future meetings:

- Math & Literacy supports – where the board is right now and what supports are being put in place to improve - with regards to the Right to Read report of 2022, and the most recent EQAO results.

(Director Dye shared that the Board has staffing in place specifically to support math and literacy in schools, and agrees that there is much that could be shared and discussed on the topic)

- Trustees – with discussion about if the Ministry is going to do away with them, does the board have a plan for how they will proceed either way? Director Dye shared that school boards are not part of this discussion, and it isn't something we can influence. It is solely a Minister of Education decision.
- Qualified Staff – the problems in finding qualified teachers, EAs, Social Workers, ECEs, CYW's, etc., and with filling the positions with unqualified people. What are our recruitment strategies, are they effective, and what else can be done?
- Outdoor Learning – is full-on just outdoor learning something the board has thought about as an alternative program?

11. Lollipop Moments

Emilie Runnalls shared that her kids are new to DSB1 this year. They are typical farm kids who don't like school as they would much rather be outdoors. This is the first year her grade 5 kid has liked going to school. As a parent, it is a great feeling when your kids are happy at school and feel like they belong.

Director Dye shared that one of our schools reached out to her today to let her know that a former student, one of our former student trustees, made a significant financial donation to their school. It is such a heart-warming thing to see, especially from a young adult just starting out.

Director Dye was also happy to report that 14 of our schools are now at pre-pandemic attendance levels. There is still room for improvement, but to get here is incredible!

Shannon Wittmaack agreed that the work being done at the schools to encourage attendance & engagement is amazing. There are all sorts of programs and activities, even student-run activities. The opportunities are great and really meet the kids where they are, engaging them in their education by creating opportunities for them to explore their interests, rather than just rote desk work.

Principal Shannon Sayeau agreed there are some amazing things going on in our schools, and that our website is always sharing stories about the great things being done. She encouraged everyone to check them out!

12. Adjournment

Chair Pomaineville thanked everyone for coming out tonight, and for their great participation.

MOTION: To adjourn and report to the Board.

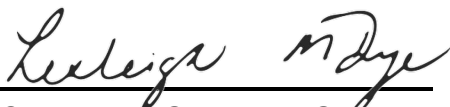
- Moved by: Shannon Wittmaack
- Seconded by: Michelle Fiset

CARRIED

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

The Minutes were approved by the Committee on February 25, 2026.

Signed:



SECRETARY OF THE BOARD



CHAIR OF THE COMMITTEE



Land Acknowledgement

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree and Algonquin Peoples. We commit to actions to better serve students, families and communities who identify as First Nation, Métis and Inuit.

Our Vision

Preparing our learners for their future success.

Our Mission

Providing meaningful growth opportunities.

Our Strategic Priorities

Achieve

Belong

Create

Our Approach to Mental Health

Proactive and Inclusive Services

- DSB1 provides accessible mental health support prioritizing early identification and timely intervention.

Social-Emotional Learning

- Focus on classroom strategies that build coping and stress management skills for student wellness.

Personalized Support

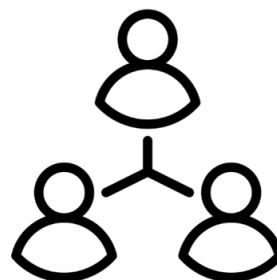
- Small group and individual sessions address common challenges like anxiety with tailored care.

Collaboration with Educators

- Working together to create safe and supportive learning environments for all students to thrive.

Who Does the Team Consist of?

- Child & Youth Workers: 15
- School Social Workers: 7
- Attendance Counselors: 3
- Mental Health Lead: 1



How We Help

Dedicated Mental Health Professionals

- The team includes Child and Youth Workers and School Social Workers committed to supporting student well-being.

Comprehensive Services

- Services range from classroom-based programs to individualized interventions tailored to student needs.

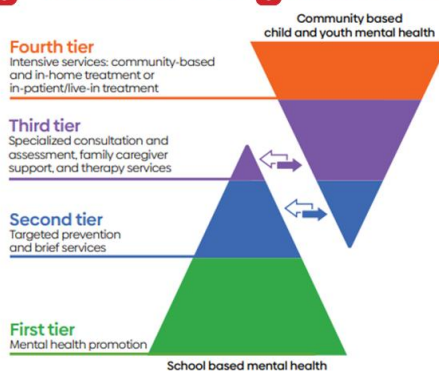
Collaborative Approach

- Collaboration with families, educators, and community partners strengthens support and empowers students.

Empowering Student Success

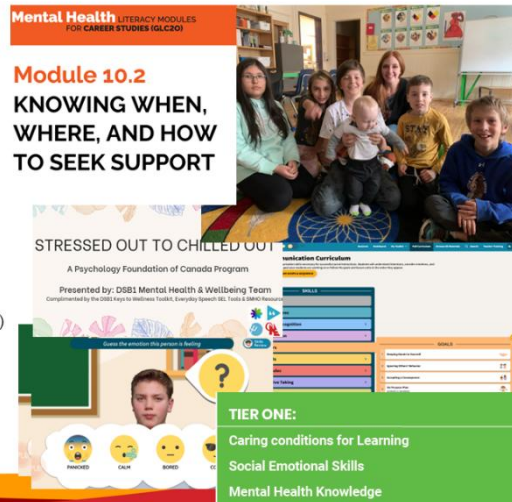
- Focus on fostering resilience and passion for learning to help students thrive academically and emotionally.

How is the Mental Health & Wellbeing Team Organized?



Tier 1: Mental Health Promotion

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



Tier 2: Targeting Prevention & Brief Services

- Girl Talk
- Social Emotional Learning Groups
- Keys to Wellness
- Bullying Prevention
- Taming Anger
- Tucker the Turtle
- Boys Group
- Strength-Based Resiliency Training
- Emotional Regulation
- Friendship Building
- Many more...
- One at a Time Services / Individual Supports



Tier 3: Intervention & Community Pathways

Kids Help Phone (young people in Canada)
Call: 1-800-668-6868
Text: CONNECT or FIRST NATIONS, INUIT or METIS to 686868
Online chat: Kidshelpphone.ca

NEOFACS (youth up to 18 years old)
Chat: 705-360-7100

9-8-8 Suicide Crisis Helpline (all youth)
Call or text: 9-8-8

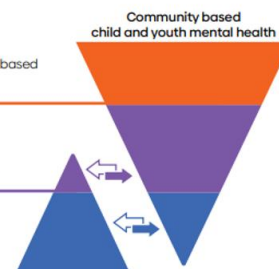
Misiway Milopemahtesewin Community Health Centre (youth in Timmins)
Chat: 705-264-2200

Fourth tier
Intensive services: community-based and in-home treatment or in-patient/live-in treatment

Third tier
Specialized consultation and assessment, family caregiver support, and therapy services

Second tier
Targeted prevention and brief services

TIER THREE:
Strong System Pathways for Students and Families needing More Intensive Support



Families May Consider Services if..

Identifying Unusual Behaviors

- Families should notice if their child's behaviors are unusual or disruptive to daily life or routines.

Recognizing Key Behavioral Changes

- Withdrawal, irritability, and persistent sadness are important signs that need attention.

Importance of Early Intervention

- Early recognition helps families seek support before mental health issues worsen.

Trusting Instincts

- Families should trust their instincts when something feels off and explore further.

Starting the Conversation About Mental Health with your Child

Create Safe Environment

- Choose quiet moments and reassure your child they can share anything without judgment.

Encourage Open Dialogue

- Use gentle observations and open-ended questions to promote honest communication.

Respond with Empathy

- Remain calm if child shuts down and thank them if they disclose serious feelings; seek professional help when necessary.

Foster Trust and Acceptance

- Your love and acceptance help your child cope with challenges and feel safe to seek support.

How to Access Supports

Engage with School Staff

- Discuss your concerns with teachers or school administrators to share observations about your child's mental health.

Explore Online Resources

- Utilize mental health portals and online resources to find additional support and information for your child.

Collaborative Approach

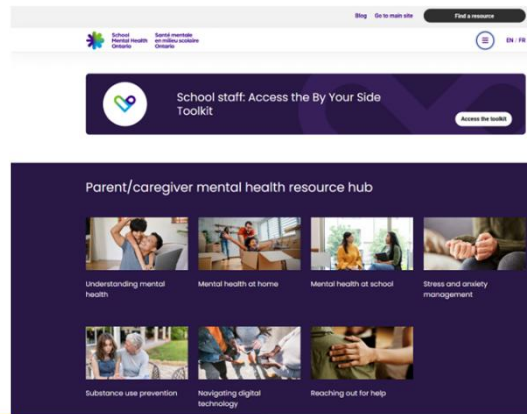
- Working together with the school ensures timely and appropriate support for your child's mental health needs.

Prioritize Child's Well-being

- Taking proactive steps shows your child that their mental health is important and help is available.

School Mental Health Ontario

- Parent/caregiver resources to support mental health learning and well-being for every family



External Support Options

Kids Help Phone

- Provides 24/7 phone, text, and online support for children's mental health needs.

Hope for Wellness Help Line

- Offers culturally appropriate mental health support via phone and online.

One Stop Talk

- Accessible mental health resource complementing school-based supports through phone and online.



District School Board
Ontario North East

**Thank you
Meegwetch
Merci**