



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.

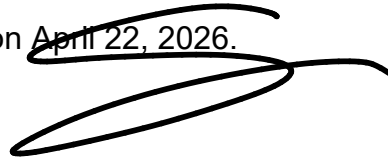
MOVED BY Michelle Fiset, THAT we adjourn and report to the Board.

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

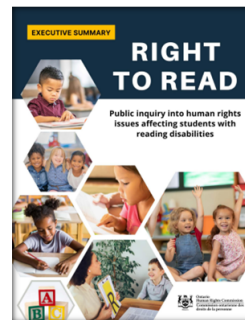
Achieve

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



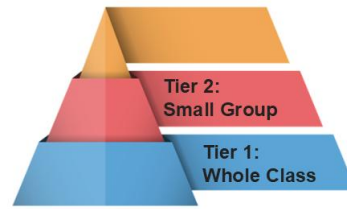
Tier 1 Instruction: Whole Class

- 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

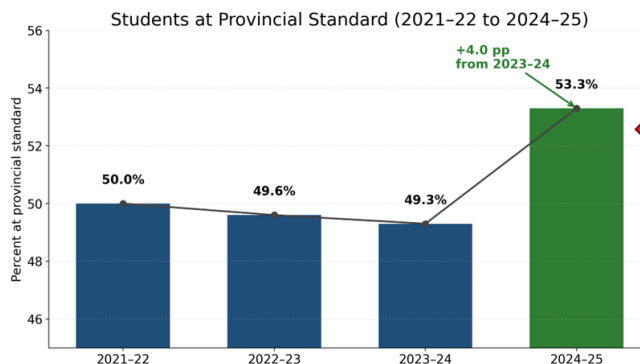


Tier 3: Small Group

- 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



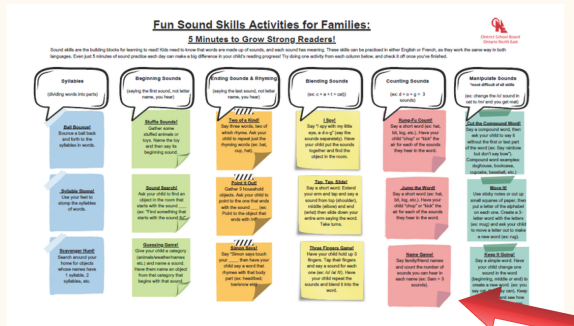
These grade 3 students were the first cohort to receive structured literacy support beginning in grade 2.



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.)

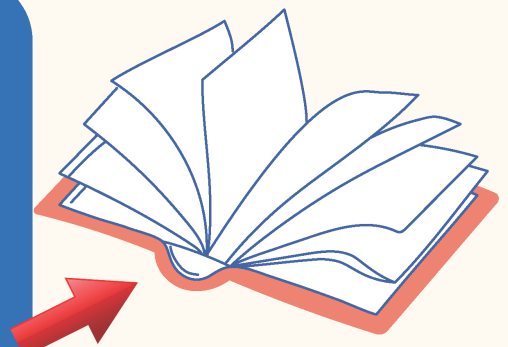


Roll and Read is a simple, no-prep phonics game where players roll a die, find the corresponding column on a game board, and read a word aloud to earn points or cover it with a marker. It strengthens decoding and vocabulary skills, often played with 2+ players trying to fill columns or reach a finish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

(Click on the grade names to access the resources.)

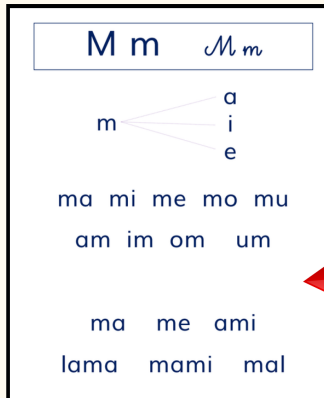
Families can support their child's reading at home by using the supplemental passages as short, regular practice opportunities that reinforce skills taught in school. These passages are designed to match what children already know, so parents can encourage their child to slowly sound out words, reread 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

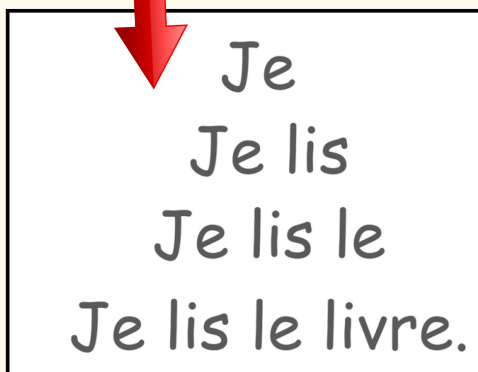
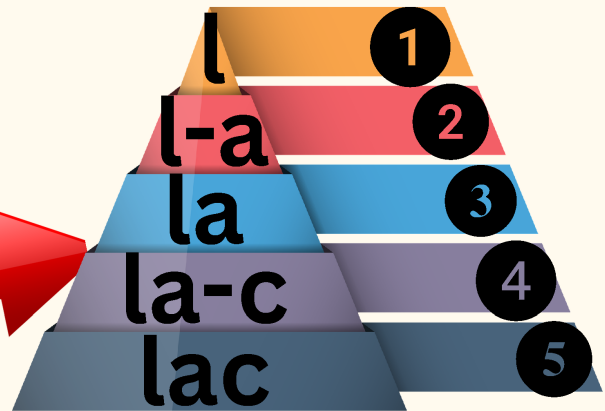


Here are some decodable passages to practice reading. Each PDF focuses on one specific sound. Have your child read these passages to you. Repeated reading will help your child build confidence and master the targeted sounds.

(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)

