



Office of the Director

Jim McCuaig Education Centre
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Telephone (807) 625-5131 Fax (807) 622-0961

REGULAR BOARD MEETING
Tuesday, June 24, 2025
Jim McCuaig Education Centre

Sherri-Lynne Pharand
Director of Education

Leah Vanderwey
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – in the Board Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order	L. Vanderwey	Verbal
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Algonquin Avenue Public School Choir – Singing of O' Canada	H. Harris	Verbal
8. Land Acknowledgement	T. Tuchenhausen	Verbal
9. Delegations/ Presentations		
9.1 Trustee Character Award – Ogden Hockey Team	L. Vanderwey	Verbal
10. Approval of Minutes		
10.1 Regular Board Meeting - May 27, 2025	L. Vanderwey	1-7
11. Business Arising from the Minutes		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

12.	Information Reports		
12.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
12.2	Student Trustee – June Report (074-25)	M. De Franceschi	8-12
12.3	Indigenous Student Trustee –June Report (075-25)	E. Genno	13-16
12.4	Updates from the Chair/Director	L. Vanderwey/ S. Pharand	Verbal
12.5	Annual Review of the Plan to Deliver Special Education Programs and Services (060-25)	H. Harris	17-20
12.6	2021-2024 Strategic Plan Report (078-25)	S. Pharand	21
12.7	Math Achievement Action Plan (071-25)	N. Sacevich	22-26
13.	First Reports		

MATTERS FOR DECISION:

14.	Postponed Reports		
15.	Recommendations from the Board Advisory Committee (076-25)	D. LeBlanc	27
15.1	2025-2030 Governance Policy Review Schedule (050-25)		

It is recommended that Lakehead District School Board approve the 2025 to 2030 Governance Policy Review Schedule, Appendix A to Report No. 050-25.

<p>Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.</p>

15.2 Approval of Appointments to the Supervised Alternative Learning Committee (057-25)

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2025-2026 school year:

- Donica Leblanc, Trustee;
- Trudy Tuchenhausen, Trustee (Alternate);
- Jane Lower, Superintendent of Education;
- Kathleen Andrews, Student Success Lead, SAL Committee Chair;
- Lorna Hunda, Executive Director, Youth Employment Services (YES);
- Stacy-Ann Dyer-McNish, Service Delivery Manager, Youth Employment Services (YES); and
- Tom Nesti, Program Supervisor, Youth Employment Services (YES).

16. Recommendations from the Finance Committee (072-25)

G. Saarinen

28

It is recommended that Lakehead District School Board approve the 2025-2026 Operating and Capital Budget of \$180,304,289 as presented.

17. Ad Hoc and Special Committee Reports

17.1 Recommendations from the Director's Performance Appraisal Ad Hoc Committee (073-25)

G. Saarinen

29-30

It is recommended that Lakehead District School Board approve the following :

1. *That Lakehead District School Board authorize the Chair and Vice-Chair of the Directors Performance Appraisal Ad Hoc Committee to compose the final review based on the input and feedback received;*
2. *That Lakehead District School Board circulate the final draft to all trustees for feedback before the final copy is given to the Director; and*

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

3. *That Lakehead District School Board provide a final copy to the Director of Education, every member of the Board of Trustees, and a submission of written confirmation to the Ministry of Education, that the appraisal was conducted and adopted by board resolution (which is to be posted to the Board's website), no later than August 15, 2025, completing the DPA process for the 2024-2025 school year in its entirety.*

18. New Reports

19. New Business

20. Notices of Motion

20.1 2025-2029 Strategic Plan

L. Vanderwey

31

It is recommended that Lakehead District School Board approve:

1. *the addition of Education in the title of the 2025-2029 Strategic Plan, and if adopted, the title would read as follows " 2025-2029 Education Strategic Plan"; and*
2. *an amendment to the vision statement in the 2025-2029 Strategic Plan that would include the word educational, and if adopted, the vision statement would read as follows "We provide Equitable and inclusive educational environments where everyone belongs and succeeds.*

21. Information and Inquiries

22. Adjournment

L. Vanderwey

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD



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Telephone (807) 625-5131 Fax (807) 622-0961

REGULAR BOARD MEETING
Tuesday, June 24, 2025
Jim McCuaig Education Centre

Sherri-Lynne Pharand
Director of Education

Leah Vanderwey
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting – March 25, 2025	L. Vanderwey	1-2
5.2 Consideration of Reports		
5.2.1 Personnel Matter	K. Alaksa	Verbal
5.2.2 Personnel Matter	S. Pharand	Verbal
5.3 Information and Inquiries		
5.4 Rise and Report Progress		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD
MINUTES OF REGULAR BOARD MEETING

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2025 MAY 27
7:30 P.M.

TRUSTEES PRESENT:

Leah Vanderwey (Chair)	Pat Johansen
Donica LeBlanc (Vice Chair)	Ron Oikonen
Ellen Chambers	Trudy Tuchenhausen
Ryan Sitch	George Saarinen
Morgann De Franceschi (Student Trustee)	

ABSENT WITH REGRET:

Scottie Wemigwans (Indigenous Trustee)
Eryn Genno (Indigenous Student Trustee)
Michelle Probizanski, Superintendent of Education

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
Kirsti Alaksa, Superintendent of Business
Heather Harris, Superintendent of Education
Jane Lower, Superintendent of Education
Nick Sacevich, Associate Superintendent and Math/ IT Lead

PUBLIC SESSION:

1. **Call to Order**

Meeting Called to Order by Chair Vanderwey.

2. **Disclosure of Conflict of Interest**

None.

3. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Johansen

"THAT the Agenda for Regular Board Meeting, May 27, 2025 be approved."

CARRIED

4. Resolve into Committee of the Whole – Closed Session – N/A

COMMITTEE OF THE WHOLE – CLOSED SESSION:

5. Committee of the Whole – N/A

PUBLIC SESSION:

6. Report of Committee of the Whole – Closed Session – N/A

PUBLIC SESSION:

7. Playing of O' Canada

Chair Vanderwey requested that the members of the Board and Public Gallery rise, if able, for the playing of the national anthem.

8. Land Acknowledgement

Trustee Johansen read the Land Acknowledgement.

9. Presentations/Delegations

- 9.1 Trustee Character Award – Owen Weiss

Trustee Saarinen presented the Trustee Character Award to Hammarskjold High School Student, Owen Weiss for his three years of volunteering as a unified partner for the Special Olympics events and his continued demonstration of inclusive leadership when mentoring younger students.

- 9.2 Trustee Character Award – Branden Robb, Janae Grafham, Natalie Hache

Trustee Chambers presented the Trustee Character Awards to Branden Robb, H.E.A.L. (Healthy Eating, Active Living) Team Member, Janae Grafham, H.E.A.L. (Healthy Eating, Active Living) Team Member, and Natalie Hache, Traditional Wellness Navigator, Anishnawbe Mushkiki Aboriginal Health Access Centre, for their work at many schools with in the Lakehead District School Board (LDSB) ensuring that youth receive Indigenous teaching that promote and encourage healthy lifestyles from a young age that can be carried with them into adulthood.

- 9.3 Celebrating Student Achievement –Kakabeka Falls Public School – Text Sets for Improved Reading Comprehension

Jane Lower, Superintendent of Education, introduced Catherine Jonas, Principal, Kakabeka Falls Public School who introduced Jason Wilton, Grades 2-3 Teacher, Kakabeka Falls Public School, who presented the report. All Trustees questions were addressed.

10. Approval of Minutes

Moved by Trustee LeBlanc

Seconded by Trustee Tuchenhausen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting, April 22, 2025.”

CARRIED

11. Business Arising from the Minutes – N/A

MATTERS NOT REQUIRING A DECISION:

12. Ontario Public School Boards' Association (OPSBA) Report

Trustee Sitch informed the Board he attended a meeting in May and trustees would have the minutes in their email. The Annual General Meeting is on June 13-14. Trustees have a meeting this week to discuss upcoming OPSBA elections and policies/motions.

There were no questions from trustees.

13. Student Trustee Report (Handout)

Morgann De Franceschi, Student Trustee, presented her May report to the Board. Items addressed in the report included:

- participating in Human Rights and Equity training alongside other trustees and staff;
- meeting with Breanna Bruce, the incoming student trustee;
- attending the Grade 8 Virtual Reach Ahead meeting on May 13, 2025; and
- Master of Ceremony for the Grade 8 Award of Excellence Awards event.

All trustees' questions were addressed.

14. Indigenous Student Trustee Report (Handout)

Chair Vanderwey informed the Board that Eryn Genno, Indigenous Student Trustee sends her regrets and would be happy to answer any questions at the next Board meeting.

15. Updates from the Chair/Director

Sherri-Lynne Pharand, Director of Education, updated the Board on the following:

- Dr. Alex Lawson, Associate Professor and Researcher at Lakehead University, has been conducting research with LDSB staff and students, and will be acknowledging and thanking the Board for their participation in her research in her new book;
- representatives from all district school boards in northwestern Ontario had the opportunity to attend the first of four sessions with the company Future Design School to learn about Artificial Intelligence. Lakehead District School Board (LDSB) had 20 members attend;
- Education Quality and Accountability Office (EQAO) testing has started, Grade 6 students are currently writing, the primary grades will write next week;

- seventeen athletes from Lakehead Public Schools will be participating in the Ontario Federation of School Athletics (OFFSA) tennis championships in Toronto;
- Sensei Susan Baldassi, a seventh degree Blackbelt in Isshinryu Karate was in Armstrong last week providing students with an opportunity to participate in a number of activities that help support emotional regulation, confidence building and personal growth;
- many LDSB schools participated in the Clean up to Green up over last few weeks; and
- registration for summer learning has opened.

16. Multi-Year Accessibility Plan (035-25)

Kirsti Alaksa, Superintendent of Business, introduced Anthony Jeethan, Human Rights and Equity Advisory, who presented the report. All trustees' questions were addressed.

17. Safe Schools Report (054-25)

Kirsti Alaksa, Superintendent of Business, presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

17. Recommendations from the Board Advisory Committee (055-25)

17.1 Policy Review – 8014 Advertising in the Schools(046-25)

Moved by Trustee LeBlanc

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve 8014 Advertising in the Schools Policy, Appendix A to Report No. 046-25.”

CARRIED

17.2 Policy Review – 7040 Violence in the Workplace (047-25)

Moved by Trustee LeBlanc

Seconded by Trustee Tuchenhausen

“THAT Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 047-25.”

CARRIED

17.3 Review and Development of Governance and Administrative Policies (048-25)

Moved by Trustee LeBlanc

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the following:

1. *the separation of governance and administrative policies , as per Appendix A to Report No. 048-25.*
2. *That the executive secretary be authorized to correct/amend policy numbering, titles, punctuation, and cross- references and to make such other technical and conforming changes as may be necessary to reflect the intent of Lakehead District School Board in connection with these policies and procedures.*

CARRIED

17.4 2025-2026 Board Advisory and Regular Board Meeting Schedule (051-25)

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the 2025-2026 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 051-25.”

CARRIED

18. AD Hoc and Special Committees Reports:

18.1 Lakehead District School Board By-Laws (061-25)

Trustee Chambers, Chair of the Procedural By-Law Ad Hoc Committee, informed the Board of a change to the motions for the Lakehead District School Board By-Laws. The recommended change is that amendments to the by-laws shall take effect on September 1, 2025, not at the end of the Board meeting as stated in the recommendation of the report, all members of the committee were in agreement.

Chair Vanderwey informed the Board that as the motions still belong to the maker of the motion on behalf of the committee, and seeing that all the committee members are in agreement with the changes, those changes are made automatically.

Chair Vanderwey informed the Board that unless there is an objection, the board would consider motion one and two together as each of those requires a 2/3 vote to adopt. Then they would consider motions three to five together as they require a majority to adopt. There were no objections.

Trustee Chambers, as Chair of the Procedural By-Law Ad Hoc Committee, moved to amend the proviso by substituting language to indicate the amendments to the Lakehead District School Board By-Laws and Appendices shall take effect on September 1, 2025.

18.2 Lakehead District School Board By-Laws (061-25) Amendment of Proviso

Moved by Trustee Chambers

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the approve the amendment of the proviso by substituting the following: Amendments to the Governing By-Laws and the Appendices shall take effect September 1, 2025.”

CARRIED

18.3 Lakehead District School Board By-Laws (061-25) Motions 1-2

Moved by Trustee Chambers

Seconded by Trustee Sith

“THAT Lakehead District School Board approve the following:

1. That the by-law amendments including conforming amendments, with the proviso attached, as proposed by the Procedural By-Law Ad Hoc Committee, be adopted in gross and if adopted, the changes shall not take effect until September 1, 2025; and
2. That amendments to Appendix A, Special Rules of Order, be adopted, and if adopted, the changes shall not take effect until September 1, 2025.

CARRIED

18.4 Lakehead District School Board By-Laws (061-25) Motions 3-5

Moved by Trustee Chambers

Seconded by Trustee LeBlanc

“THAT Lakehead District School Board approve the following:

3. *That Appendix G, Education Act References, be removed and placed in the Trustee Manual and if adopted this removal shall occur on September 1, 2025;*
4. *That amendments to Appendix B, Regular Meeting Order of Business, Appendix C, Inaugural Meeting Order of Business, Appendix D, Annual Meeting Order of Business, and Appendix E, Board Advisory Committee Order of Business be adopted in gross, and if adopted, the changes shall take effect September 1, 2025; and*
5. *That the executive secretary be authorized to correct article and clause designations, punctuation, cross-references and to make such other technical and conforming changes, as may be necessary to reflect the intent of the Board of Trustees in connection with the Education Act or its Regulations.”*

CARRIED

19. New Reports:

19.1 Policy Review – 8092 Code of Conduct (056-25)

Moved by Trustee Saarinen

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve 8092 Code of Conduct Policy, Appendix A to Report No. 056-25.”

CARRIED

20. Information and Inquiries

20.1 Chair Vanderwey informed the Board of the following events that were attended by trustees, and Senior Administration.

- May 15, 2025 – Grade 8 Award of Excellence event;
- May 21, 2025 – MPP Vaugeois visit to St James Public School for OPSBA's Take your MPP to School Week. Director Pharand informed the Board that MPP Holland unfortunately had to send his regrets as he was out of town that week, however, staff are working on having him attend a school visit on June 24, 2025;
- May 22, 2025 – Spring All Star Concert at École Elsie McGill Public School; and
- May 22, 2025 – Superior Collegiate and Vocational Institutes' Multicultural Fashion Show.

21. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sitch

“THAT we do now adjourn at 8:51 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUNE 24
Report No. 074-25

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: STUDENT TRUSTEE – JUNE REPORT

1. Introduction

Serving as a student trustee for the Lakehead District School Board (LDSB) this past year has been an incredible honour and an experience filled with growth, learning, and connection. I stepped into this role with a deep commitment to representing student voice and advocating for meaningful change across our schools. Throughout the year, I've had the opportunity to engage with students, staff, trustees, and members of the community, and each interaction has reaffirmed the importance of inclusive and student-centered education. It has been a privilege to serve and to contribute to the conversations shaping the future of education in our district.

2. Year in Review

- 2.1. On Wednesday, October 16, 2024, I attended my first Special Education Advisory Committee (SEAC) meeting of the school year. I was once again reminded of the incredible work our Board does to support students with special education needs. During the meeting, I listened to updates and discussions highlighting the various supports and programs in place to help all learners reach their full academic potential. I was especially inspired by the way staff, families, and community members come together to support students. The dedication and collaboration I witnessed reinforced my personal commitment to being a strong advocate for equity and inclusion in education. I left the meeting feeling energized and more motivated than ever to continue uplifting all students through my role on the Board.

- 2.2. From November 7 to 10, 2024, Indigenous Student Trustee Drake and I had the opportunity to attend the OSTA-AECO (Ontario Student Trustee Association) Fall General Meeting in Toronto. This conference was a valuable experience for both of us, as we were able to network with other student trustees from across Ontario and learn more about the common challenges students face in different school boards. We attended workshops and keynote sessions that focused on leadership, student advocacy, and systemic change. I especially appreciated hearing from guest speakers who shared personal stories and advice that encouraged us to lead with empathy and confidence. We also gained a better understanding of OSTA-AECO's updated vision and the work being done to create a more inclusive and supportive educational environment. Overall, the conference helped me grow in my role and gave me new tools to bring back to our Board.
- 2.3. On Monday, December 16, 2024, I supported Indigenous Student Trustee Drake during the interview process for selecting the next Indigenous Student Trustee. This was an important responsibility, as the successful candidate would represent the voice of Indigenous students across our Board. The interviews were conducted in a respectful and thoughtful manner, with a focus on identifying candidates who were passionate, knowledgeable, and committed to advocacy. I appreciated the depth and honesty of the candidates' responses and the clear desire they showed to serve their peers. I was thrilled that Trustee Genno was selected for the role and have full confidence in her ability to bring valuable insight and perspective to the table. I have enjoyed working alongside her and supporting her leadership as she begins her term.
- 2.4. Tuesday, January 7, 2025, Indigenous Student Trustee Drake and I participated as virtual guests in the Grade 8 Reach Ahead Program. This event is designed to give Grade 8 students a head start in understanding the high school experience and to answer any questions they might have. During the session, I had the chance to share what I've learned through my role as a student trustee and talk about how students can become more engaged in their education and their school communities. It was great to see how eager and curious the students were about what lies ahead. Their questions showed how much they care about their future, and I hope our conversation gave them reassurance and inspiration as they continue their academic journeys.

- 2.5. On Monday, January 13, 2025, I attended LDSB's annual Kindergarten night at École Elsie MacGill Public School. This event is a special time for parents, caregivers, and future students to learn about the Kindergarten program and get excited for the school years ahead. During the event, I had the opportunity to meet and speak with many families and staff members, answering questions and listening to their hopes for the upcoming school year. Seeing the excitement on the children's faces and the enthusiasm of the parents reminded me just how important early learning is in shaping a child's academic and social development. I left the event feeling proud of the welcoming and inclusive environment our schools provide, and I look forward to seeing these young learners thrive.
- 2.6. On Monday, March 17, 2025, I met one-on-one with Indigenous Student Trustee Genno to support her as she transitioned into her new role. During our meeting, we discussed Board conduct, answered any questions she had, and explored how we could work together effectively. I made it a priority to ensure that she felt supported, understood her responsibilities, and had access to the resources she needed. I wanted her to feel confident in her ability to speak on behalf of Indigenous students and contribute meaningfully to Board discussions. Our meeting strengthened our communication and laid the foundation for a strong working relationship moving forward.
- 2.7. On Wednesday, March 19, 2025, Indigenous Student Trustee Genno and I met with the Student Activities Council(SAC) at Superior Collegiate and Vocational Institute (CVI). The conversation was incredibly productive, as council members were eager to share their thoughts and concerns about the current student experience. Topics included the need for improved mental health supports, more access to extracurricular activities, and a greater focus on inclusivity and student well-being. It was encouraging to see how passionate and thoughtful the students were, and I appreciated their willingness to speak honestly about the changes they'd like to see. We also took the time to share some of the Board's upcoming initiatives and how students can get involved. These conversations are key to ensuring student voice is heard and reflected in decision-making.

- 2.8. On Thursday, May 15, 2025, I had the honour of participating in the Grade 8 Award of Excellence Ceremony, where I acted as the evening's Master of Ceremony. The event celebrated Grade 8 students from across the district who have shown exceptional leadership, academic achievement, and positive contributions to their school communities. It was inspiring to witness the talent, dedication, and potential of so many young students who are preparing to enter high school. I was proud to offer words of encouragement and recognition to the award recipients and their families. Their accomplishments were a strong reminder of the impact students can make, even at a young age, and I look forward to seeing the incredible things they will do in high school and beyond.

3. Regrets

- 3.1. One of my main regrets is not being able to attend every meeting, school visit, or event that I would have liked to. Balancing academic responsibilities, extracurricular commitments, and personal obligations sometimes made it challenging to be as present and available as I wanted to be. While I tried my best to prioritize my role as student trustee, I recognize that there were missed opportunities to connect further with students, staff, and stakeholders.
- 3.2. Although I was able to engage with many students across the Board, I regret not being able to reach every school or student group. In particular, I wish I had done more to connect with students in smaller, more remote, or rural schools. These students often have unique perspectives and challenges that are vital to Board conversations. Ensuring that every student feels seen and heard is a cornerstone of this role, and while I took steps in that direction, there is always room for greater outreach and engagement.
- 3.3. I had the idea of developing a more formal way for students to submit feedback or raise issues to the Board—such as a digital suggestion box or a regular student voice forum—but unfortunately, I was unable to bring this idea to life during my term. I believe such a platform would have allowed for more consistent input from students and would have strengthened our ability to respond to their evolving needs in real time.

4. Recommendations for Future

- 4.1. Balancing school, extracurriculars, and your student trustee responsibilities can be tough. Try using a calendar or planner to stay organized, and don't be afraid to set boundaries when things get busy. Staying on top of deadlines and planning will help you show up prepared and make the most of your role without feeling overwhelmed.

- 4.2. Make time to talk to students from different schools and backgrounds. Try visiting schools, joining student events, or even using social media to ask questions or hear feedback. The more you talk to students, the better you'll understand what matters most to them—and that makes your voice at the Board table even stronger.
- 4.3. Participate with OSTA-AECO, whether it be staying involved with the social media groups, attending the conferences, or running for a position. OSTA-AECO provides student trustees various resources and leadership initiatives to better understand and perform their roles.

5. Conclusion

Serving as student trustee has been an unforgettable and deeply rewarding experience. I've learned the value of empathy, leadership, and advocacy in action. I am grateful to have worked alongside passionate trustees, inspiring educators, and driven students who care deeply about our schools. This role has shown me how powerful student voice can be when it's given space to grow. I leave this position with immense gratitude, and I look forward to seeing the future leaders of this Board continue to shape a better, more inclusive, and student-centered education system. Thank you.

Submitted Respectfully,

MORGANN DE FRANCESCHI
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 24
075-25

TO THE CHAIR AND MEMBERS OF THE
LAKEHEAD DISTRICT SCHOOL BOARD – PUBLIC SESSION

RE: INDIGENOUS STUDENT TRUSTEE – JUNE REPORT

1. Introduction

As the 2024–2025 school year comes to a close, I’ve taken time to reflect on my time as the Indigenous Student Trustee. This role has given me many opportunities to grow as a leader, strengthen connections with students across the school board, and proudly represent Indigenous voices at the board level.

2. Year in Review

- 2.1 On Tuesday, January 28, 2025, I read my declaration at the Regular Board Meeting. That moment had really set in stone in my head the importance of being a voice for students, especially indigenous students.
- 2.2 On March 7, 2025, I met with Principal McDonnell at Westgate CVI Collegiate and Vocational Institute to discuss important issues facing Indigenous communities. During our meeting, we also talked about my bulletin board project and how to create more leadership opportunities for Indigenous students.
- 2.3 I was able to visit Superior Collegiate and Vocational Institute and Hammarskjold High School’s Student Activities Council (SAC), alongside Student Trustee De Franceschi. I believe it’s important for the students of Lakehead Public Schools (LPS) to be aware of who the student trustee and Indigenous student trustees are and their roles within Lakehead District School Board (LDSB). Having the opportunity to gain feedback from the school representatives is one of my highlights from my term so far.
- 2.4 On May 13, 2025, I virtually met with the Grade 8 Reach-Ahead class alongside Student Trustee De Franceschi and Trustee Saarinen. I answered their questions about secondary school and how to get involved in student leadership. The student’s enthusiasm for being involved in their schools was inspiring, and I look forward to seeing what they accomplish when they are in secondary school.
- 2.5 In March 2025, I made an effort to launch and repurpose the former Indigenous student trustee Instagram account into a shared student trustee account. I’m proud of how it’s evolved and excited to continue using it to highlight student voice, culture, and community as I continue my term.

- 2.6 I attended multiple Miiniwewinan: Indigenous Education Advisory Committee meetings this year. On Thursday, March 27, 2025, I had the opportunity to share my first update as Indigenous student trustee and highlight key points from my March Board report. Being part of this committee has been one of my favorite aspects of serving as Indigenous student trustee. I truly feel the care and compassion in their efforts to support all students, especially Indigenous youth. I'm excited and honored to continue being a part of this committee next year.
- 2.7 On March 31, 2025, the Ojibwe Word of the Day officially launched at Westgate Collegiate and Vocational Institute (CVI) in recognition of National Indigenous Languages Day. The goal of this initiative is to help revitalize and promote the Ojibwe language throughout LDSB schools. I'm hopeful to continue this initiative again in the coming year.
- 2.8 My bulletin board project was one of the first initiatives I began working on as Indigenous student trustee. The goal was to create a space that highlights Indigenous culture, voices, and resources in a way that is both educational and visually engaging. On April 1, 2025, the first version of the bulletin board was displayed at Westgate CVI. It featured vibrant visuals, informative content, and representations of Indigenous peoples.
- 2.9 On April 14, 2025, I participated in interviews for the incoming 2025–2027 student trustee alongside Student Trustee De Franceschi and SAC representatives from Westgate CVI and Hammarskjold High School. It was meaningful to participate in the process of selecting the incoming student trustee. I believe that incoming the student trustee will do an excellent job in her role, as was highlighted during the selection process.
- 2.10 During the month of April, Indigenous students at Westgate CVI shared with me that they felt excluded from planning the school's powwow. I brought their concerns forward to school administration and advocated for greater student inclusion. As a result, a student planning committee is being created to ensure Indigenous voices are properly represented in organizing cultural events. For me, this moment highlighted the importance of involving youth in events that are deeply connected to our cultural roots and identity.
- 2.11 On Monday, June 2, 2025, I had the honor of speaking at and helping to raise the Pride flag at the LDSB office. The ceremony was incredibly inclusive and welcoming, reflecting the Board's ongoing commitment to fostering safe and affirming spaces for all students, staff, and families, especially those in the LGBTQ2S+ community.

- 2.12 On Monday, June 9, 2025, I participated in a student senate event hosted at Westmount Public School. Alongside my father, Todd Genno, and Orville Councillor, we shared singing and dance presentations with the students, showcasing aspects of Indigenous culture and tradition. One of the most meaningful moments came at the end of the event when a young boy approached my dad and me. He shared that he felt empowered and connected when he's at a powwow or around the drum. My father told him that this feeling comes from being a good person with a strong spirit.

That short interaction reminded me of how important it is to ensure our youth have access to those cultural roots and the chance to feel that connection when they are ready. It affirmed the importance of cultural pride, community support, and representation in our schools.

3. Recommendations

- 3.1 One of my biggest takeaways from so far in my term is how essential time management is to the role of Indigenous student trustee. Balancing school, events, personal responsibilities and trustee responsibilities can be overwhelming without structure. In the future, I want to create a more consistent routine by setting deadlines early, using digital tools more effectively, and blocking off dedicated time each week for my responsibilities.
- 3.2 One of the most important lessons I've learned is how powerful student voice can be. I want to make sure I'm creating more chances for students to share their thoughts and experiences. Next year, I'd like to be more intentional about listening, through informal conversations, check-ins, and more structured opportunities like surveys.
- 3.3 I'm always inspired by former Indigenous Student Trustee Drake, especially how she used student feedback to guide their work. I'd like to do something similar by organizing a student survey or small focus groups that specifically uplift Indigenous voices.
- 3.4 I'm always re-learning that asking for support isn't a weakness, and that it's one of the best ways to succeed. Going forward, I want to be more open to reaching out for help when I need it, whether that's from other trustees, staff, or students.

4. Conclusion

In conclusion, June was a busy month, with the end of the school year and exams. With this being the end of the school year report, it was nice being able to reflect on everything I've done so far this term as Indigenous student trustee. I am proud of the progress and growth I've made, and grateful for the experiences I've had. Despite my hectic schedule, I remained committed to my responsibilities and continued to grow in my role. I am excited to continue serving as the Indigenous student trustee, and I look forward to working alongside incoming Student Trustee Bruce. While I'm sad to see Student Trustee De Franceschi finish her term, I want to sincerely thank her for her leadership and guidance, and I wish her all the best in her future endeavors. I hope everyone has a good summer. Miigwetch. MEEWAY.

Respectfully Submitted,

ERYN GENNO
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 24
Report No. 060-25

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: ANNUAL REVIEW OF THE PLAN TO DELIVER SPECIAL EDUCATION PROGRAMS
AND SERVICES: 2025-2026

1. Background

- 1.1 On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education.
- 1.2 Every year, school boards are requested to review the Special Education Plan based on a checklist provided by the Ministry of Education. In addition, they must submit the checklist and the Special Education Plan annually for the new school year. As per Regulation 464/97, school boards must continue to consult with their Special Education Advisory Committee (SEAC).

2. Situation

- 2.1 The Special Education Plan is posted on the Lakehead District School Board (LDSB) website.
- 2.2 At the June 12, 2025, SEAC meeting, committee members were consulted on the updates to the plan using the provided special education plan checklist. The finalized amendments will be submitted to the Ministry of Education by July 31, 2025. Attached as Appendix A to Report No. 060-25, is the 2025-2026 Special Education Plan Checklist for reference.
- 2.3 The 2025-2026 Special Education Plan has been reproduced into one document, rather than individual sections. Additionally, the table of contents allows the reader to navigate quickly and easily to specific sections of the document.
- 2.4 The plan includes the following changes:
 - 2.4.1 Section 2 – General Model for Special Education:
 - update to align the vision, mission, principles and values with the LDSB multi-year Strategic Plan 2025- 2029; and
 - addition of information regarding the registration of students with special education needs from the coterminous school boards.

2.4.2 Section 6 – The Identification, Placement and Review Committee (IPRC) Process and Appeals:

- updates to LDSB Special Education Guide for Parents and Students that is linked to the Special Education Plan.

2.4.3 Section 9 – Ministry of Education Categories and Definitions of Exceptionalities:

- the categories of exceptionalities have been updated to include “Board criteria” for identification to ensure consistency with the IPRC process.

2.4.3 Section 12 – Special Education Staff:

- staffing numbers and staffing have been updated to include the role of the speech language pathologist and communicative disorder assistant.

2.4.4 Section 16 – Provincial and Demonstration Schools:

- the number of LDSB students attending a provincial or demonstration school have been updated.

2.4.5 Section 17 – Transportation:

- addition of guidelines for transportation.

2.4.6 Section 19 – Special Education Advisory Committee:

- names of SEAC members have been updated to reflect the current membership.

3. Conclusion

Lakehead District School Board will continue to deliver high quality programs and services to students with special needs.

Respectfully submitted,

MAGGIE FREDRICKSON
Principal of Special Education

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

2025-2026 Special Education Plan Checklist

“Please submit to your regional office by July 31, 2025.”

District School Board/School Authority:		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2024-25	Amendments to the 2025-26 Special Education Plan
Special Education Programs and Services		
Model for Special Education	X	
Identification, Placement, and Review Committee (IPRC) Process	X	X
Special Education Placements Provided by the Board	X	
Individual Education Plans (IEP)	X	
Special Education Staff	X	X
Specialized Equipment	X	
Transportation for Students with Special Education Needs	X	X
Transition Planning	X	
Roles and Responsibilities	X	
Categories and Definitions of Exceptionalities	X	X
Provincial and Demonstration Schools in Ontario	X	X
The Board's Consultation Process	X	
The Special Education Advisory Committee (SEAC)	X	X
Early Identification Procedures and Intervention Strategies	X	
Educational and Other Assessments	X	
Coordination of Services with Other Ministries or Agencies	X	
Specialized Health Support Services in School Settings	X	
Staff Development	X	
Accessibility (AODA)	X	
Parent Guide to Special Education	X	X
<i>Where programs and services have not been provided as outlined in the 2025-2026 Special Education Plan, please provide a description of the variance:</i>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	YES
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	YES

Document:	Format:	Please indicate the URL of the document on your website
Special Education Plan	Board Website Electronic file Paper Copy	Special Education Plan – Lakehead District School Board (lakeheadschoools.ca)
Parent Guide to Special Education	Board Website Electronic file	Guide for Parents & Students – Lakehead District School Board lakeheadschoools.ca)
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	Board Website Electronic file	Lakehead Public Schools (lakeheadschoools.ca)

Name of the Director of Education:

SHERRI-LYNNE PHARAND

Signature of the Director of Education:

Date:

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 24
Report No. 078-25

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: 2021-2024 STRATEGIC PLAN REPORT

1. Background

The 2021-2024 Strategic Plan was developed and approved at the April 27, 2021, Regular Board Meeting to articulate a shared vision, shared priorities and set goals for development.

2. Situation

2.1 The 2024-2025 school year saw progress towards our goals as indicated in the 2021-2024 Strategic Plan.

2.2 This update will include a focus on stories collected both at the school and Board level with regards to the identified goals and indicators in the 2021-2024 Strategic Plan.

2.3 The Strategic Plan update can be accessed at the following link:
[2021-2024 Strategic Plan Update - Lakehead District School Board \(lakeheadschoools.ca\)](https://lakeheadschoools.ca/2021-2024-Strategic-Plan-Update)

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 24
Report No. 071-25

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: MATH ACHIEVEMENT ACTION PLAN

1. Background

- 1.1 In the spring of 2023, the Ministry of Education announced a significant investment to improve student achievement in mathematics.
- 1.2 The Math Achievement Action Plan provides details of the amount of investment as well as actionable items for school boards. Included in the actionable items were the hiring of a superintendent to lead the initiative, as well as math facilitators (coaches) to support schools identified by the Ministry of Education as priority schools.
- 1.3 School boards develop their own plan to be reported on three times per year. These plans are to include strategies, data, and key performance indicators (KPIs) to measure the success of specific strategies. The plan must be shared with the board of trustees and approved by the director of education.
- 1.4 The plan requires strategies and actions at the Board, school, and classroom level in three priority areas:
 - fidelity to the curriculum;
 - mathematics content knowledge for teaching; and
 - knowing the learner.

2. Situation

- 2.1 Key actions implemented this year as part of the Math Achievement Action Plan include:
 - continued support and refinement of consistent programming Grades 1-8 (scope and sequence and supporting slide decks);
 - training for teachers in Grades 4, 5, 7, 8, and 9 through release time; training for teachers new to teaching Grades 3 and 6; training for all teachers Grades K-8 through professional activity days;
 - coaching and intervention support for 11 elementary schools;
 - development and implementation of digital beginning, middle and end of year assessments using Knowledgehook; and
 - release time for secondary math chairs to support teachers and students through coaching and interventions.

- 2.2 School boards are required to submit the final plan updates on KPIs by July 18, 2025.
- 2.3 Included in Appendix A are some highlighted data points gathered from our work to date.
- 2.4 The Ministry of Education has continued support for the Math Achievement Action Plan through continued funding for 2025-2026. The funding matches this year's allotment, but there has been no additional funding provided for identified priorities such as training and resources.

3. Conclusion

Promising progress was made during the second year of implementing Lakehead District School Board's Math Achievement Action Plan. Positive trends in student achievement reflected in digital assessments and report card data have reinforced the encouraging perceptions and observations shared by educators. Building on this momentum, key focus areas for the next phase have been identified, and planning for the 2025–2026 school year is already underway. This ongoing work continues to prioritize student learning and supports a system-wide commitment to improving mathematics instruction.

Respectfully submitted,

NICHOLAS SACEVICH

Associate Superintendent of Education, Math and IT Lead

SHERRI-LYNNE PHARAND

Director of Education

Highlights of Data Points in the Math Achievement Action Plan Progress Report

Priority Action 1 – Ensuring Fidelity of Curriculum Implementation

Key Performance Indicator	Initial Report	Progress Report	Final Report
The percentage of teachers who believe having diagnostic assessment tools has resulted in more precise and responsive instruction.	65%	85%	86%
The average percentage of questions answered correctly by students in Grade 3 and 6 in a common assessment administered through Knowledgehook at the beginning, middle, and end of the year.	Gr. 3 - 55% Gr. 6 - 41%	Gr. 3 – 54% Gr. 6 – 58%	In progress
The percentage of school administrators who agree that having focused conversations with staff about mathematics student data has resulted in greater consistency and quality of mathematics instruction in their building.	44%	55%	75%
The percentage of school administrators who believe the training their teachers have received (release for PD, PA Day, staff meetings), has improved mathematics instruction and assessment at their school.	67%	68%	90%

Priority Action 2 – Ongoing Learning on Mathematics Content Knowledge for Teaching

Key Performance Indicator	Initial Report	Progress Report	Final Report
The percentage of school administrators who agree that having a mathematics facilitator working with Grade 3 and 6 teachers has resulted in significant improvement of teacher practice.	66%	81%	81%
The percentage of teachers who feel that the training focused on lesson planning and high-impact teaching strategies has significantly improved their mathematics instruction	61%	63%	73%
The percentage of teachers who believe focused professional development has improved their mathematics content knowledge for teaching.	57%	70%	73%

Priority Action 3 – Knowing the Mathematics Learner

Key Performance Indicator	Initial Report	Progress Report	Final Report
Percentage of teachers who feel their use of Knowledgehook as a diagnostic tool has positively impacted their ability to assess and address student mathematical needs	22%	74%	68%
The percentage of teachers in who believe having diagnostic assessment tools has resulted in more precise and responsive instruction.	65%	85%	86%
The percentage of school administrators who agree that having focused conversations with staff about mathematics student data has resulted in greater consistency and quality of mathematics instruction in their building.	44%	55%	75%

Mathematics Report Card Data – Historical vs 2024-2025 R1

Grade	2022-2023 Level 3/4 Combined	2023-2024 Level 3/4 Combined	2024-2025 R1 Level 3/4 Combined	2024-2025 Level 3/4 Combined
1	73%	75%	72%	75%
2	68%	72%	73%	73%
3	69%	66%	69%	71%
4	70%	68%	67%	67%
5	69%	68%	66%	68%
6	66%	68%	66%	68%
7	64%	68%	68%	71%
8	64%	63%	66%	68%
ALL	66%	67%	68%	70%

*As of June 19, 2025

Mathematics Report Card Data – June 2024 vs January 2025

	Level 1 or below	Level 2	Level 3	Level 4
Priority Schools June 2024	16%	29%	41%	14%
All Schools June 2024	10%	23%	45%	22%
Priority Schools January 2025	12%	28%	43%	17%
All Schools January 2025	8%	24%	47%	21%
Priority Schools June 2025	11%	25%	43%	20%
All Schools June 2025	9%	21%	45%	25%

*As of June 19, 2025

Knowledgehook Data
Percentage Questions Answered Correctly
(by strand – December 2024 vs June 2025 Snapshots)

Grade	December 2024					June 2025				
	Number	Algebra	Measurement	Spatial Sense	Data	Number	Algebra	Measurement	Spatial Sense	Data
1	83.9%	88.3%	88%	71.5%	50%	84%	88.9%	83.1%	83.1%	84.2%
2	81.8%	76%	73.6%	72.3%	60%	82.5%	75.4%	75.8%	78.2%	77.2%
3	74.5%	78.1%	77%	67.5%	43.8%	73.9%	72.9%	80.4%	81.8%	69.9%
4	75.3%	67.8%	74.2%	51.6%	58.7%	73.3%	66.4%	67.4%	66.8%	63.9%
5	73%	68.4%	65.1%	58.6%	48.7%	72.9%	67.6%	70.2%	71.6%	64.9%
6	73.7%	68.4%	63.9%	46.5%	36.7%	71.2%	68.8%	62.6%	65.8%	62.1%
7	78.4%	68.3%	60.1%	64%	59.3%	75.5%	71.6%	60.1%	69.3%	62.8%
8	70.7%	65.1%	50.7%	62.8%	57.5%	69.6%	65.4%	61.1%	67.1%	60.9%

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 24
Report No. 076-25

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following reports were received at the Board Advisory Committee Meeting of June 10, 2025, and have been referred to the Board for approval. The recommendations are as follows:

1. **2025-2030 GOVERNANCE POLICY REVIEW SCHEDULE (050-25)**

It is recommended that Lakehead District School Board approve the 2025 to 2030 Governance Policy Review Schedule, Appendix A to Report No. 050-25.

2. **APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE (057-25)**

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2025-2026 school year:

- *Donica Leblanc, Trustee;*
- *Trudy Tuchenhausen, Trustee (Alternate);*
- *Jane Lower, Superintendent of Education;*
- *Kathleen Andrews, Student Success Lead, SAL Committee Chair;*
- *Lorna Hunda, Executive Director, Youth Employment Services (YES);*
- *Stacy-Ann Dyer-McNish, Service Delivery Manager, Youth Employment Services (YES); and*
- *Tom Nesti, Program Supervisor, Youth Employment Services (YES).*

Respectfully submitted,

DONICA LEBLANC
Chair
Board Advisory Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 24
Report No. 072-25

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATION FROM THE FINANCE COMMITTEE

Background

A report was received at the Finance Committee Meeting – Public Session of June 18, 2025, and has been referred to the Board for approval. The recommendation is as follows:

2025-2026 BUDGET (070-25)

It is recommended that Lakehead District School Board approve the 2025-2026 Operating and Capital Budget of \$180,304,289 as presented.

Respectfully submitted,

SCOTTIE WEMIGWANS
Chair, Finance Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 25
Report No. 073-25

TO THE CHAIR AND MEMBERS OF THE
BOARD ADVISORY COMMITTEE – Public Session

RE: RECOMMENDATIONS FROM THE DIRECTOR'S PERFORMANCE APPRAISAL AD
HOC COMMITTEE

1. Background

- 1.1 In March 2024, the Ministry of Education passed legislation regarding the director of education performance review process.
- 1.2 In June 2024, Lakehead District School Board (LDSB) updated its policy for the Director Performance Appraisal to align with the Ministry legislation.
- 1.3 At the September 24, 2024 Regular Board Meeting, the Director's Performance Appraisal Ad Hoc Committee was struck, a motion was passed appointing all trustees to the committee. Trustee Saarinen was appointed as Chair with Trustee LeBlanc as Vice-Chair.

2 Situation

- 2.1 The Director's Performance Appraisal Ad Hoc Committee has completed its preliminary review and 360 Degree Feedback Process in collaboration with Ontario Education Services Corporation (OESC).
- 2.2 On June 16, 2025, Director Pharand presented her final goals update to the Board of Trustees for review.

Recommendations:

The Director's Performance Appraisal Ad Hoc Committee recommends the approval of the following motions:

1. "That Lakehead District School Board authorize the Chair and Vice-Chair of the Directors Performance Appraisal Ad Hoc Committee to compose the final review based on the input and feedback received;
2. That Lakehead District School Board circulate the final draft to all trustees for feedback before the final copy is given to the Director; and
3. That Lakehead District School Board provide a final copy to the Director of Education, every member of the Board of Trustees, and a submission of written confirmation to the Ministry of Education, that the appraisal was conducted and adopted by board resolution (which is to be posted to the Board's website), no later than August 15, 2025, completing the DPA process for the 2024-2025 school year in its entirety."

Respectfully submitted,

GEORGE SAARINEN

Chair of the Director's Performance Appraisal Ad Hoc Committee

DONICAL LEBLANC

Vice-Chair of the Director's Performance Appraisal Ad Hoc Committee

M E M O R A N D U M

TO: Chair Vanderwey

DATE: June 24, 2025

FROM: Members of the Coordinating Committee

RE: Notices of Motions – Lakehead District School Board's 2025-2029 Strategic Plan

Please see below for notices of motions from the Coordinating Committee.
These will be brought forward for approval at the Regular Board Meeting – September 23, 2025.

2025-2029 Strategic Plan

It is recommended that Lakehead District School Board approve:

1. the addition of Education in the title of the 2025-2029 Strategic Plan, and if adopted, the title would read as follows “2025-2029 Education Strategic Plan”; and
2. an amendment to the vision statement in the 2025-2029 Strategic Plan that would include the word educational, and if adopted, the vision statement would read as follows “We provide Equitable and inclusive educational environments where everyone belongs and succeeds.

Respectfully submitted,

Members of the Coordinating Committee