

REGULAR BOARD MEETING
Tuesday, September 23, 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	
2.	DISCLOSURE OF CONFLICT OF INTEREST		
3.	APPROVAL OF THE AGENDA	L. Vanderwey	Verbal
4.	RESOLVE INTO COMMITTEE OF THE WHOLE – CLOSED SESSION		
5.	COMMITTEE OF THE WHOLE – CLOSED SESSION – 6:45 p.m. (SEE ATTACHED AGENDA)		
6.	REPORT OF COMMITTEE OF THE WHOLE – CLOSED SESSION		
7.	LAND ACKNOWLEDGEMENT	E. Chambers	Verbal
8.	CONSENT AGENDA	L. Vanderwey	
8.1	Approval of Minutes June 24, 2025 Regular Board Meeting		1-7
8.2	Recommendations from the Board Advisory Committee (087-25)		8
9.	DELEGATIONS/PRESENTATIONS		
9.1	Presentation of OPSBA Awards of Achievement: Mike Judge Joe Gaudreau Elliot Cromarty Malcolm Sutherland	E. Chambers S. Wemigwans P. Johansen T. Tuchenhausen	Verbal

		<u>Resource Person</u>	<u>Pages</u>
10.	REPORTS		
10.1	Director's Reports		
10.1.1	Belong		
10.1.2	Succeed		
10.1.2.1	Summer Learning K-12 (085-25)	H. Harris/J. Lower M. Probizanski	9-13
10.1.3	Reconcile		
10.1.3.1	Anishinaabemowin Revitalization Report (084-25)	H. Harris	14-16
10.1.4	Other		
10.2	Chair's Reports		
10.2.1	2025-2029 Multi-Year Strategic Plan Amendment (088-25)	L. Vanderwey	17
10.2.2	Policy Review – 3094 Electronic Meetings Policy (089-25)	L. Vanderwey	18-22
10.3	Student/Indigenous Student Trustee Reports		
10.3.1	Indigenous Student Trustee September Report (090-25)	E. Genno	23-24
10.3.2	Student Trustee September Report (091-25)	B. Breanna	25-27
10.4	Reports of Standing Committees		
10.4.1	Approval of Appointments of Alternate Representative to Special Education Advisory Committee (086-25)	M. Probizanski	28-29
10.4.2	Communications Committee Request for Approval of Correspondence (092-25)	E. Chambers	30/ Handout

		<u>Resource Person</u>	<u>Pages</u>
10.5	Reports of External Board or Agency Representation		
10.5.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
11.	REPORTS OF SPECIAL (AD HOC) COMMITTEES		
12.	SPECIAL ORDERS		
13.	UNFINISHED BUSINESS AND GENERAL ORDERS		
14.	NOTICE OF MOTIONS		
15.	ANNOUNCEMENTS		
16.	ADJOURNMENT		

REGULAR BOARD MEETING
Tuesday, September 23, 2025
Jim McCuaig Education Centre

Sherri-Lynne Pharand
 Director of Education

Leah Vanderwey
 Chair

AGENDA

CLOSED SESSION
6:45 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 – June 24, 2025	L. Vanderwey	1-2
5.2 Consideration of Reports		
5.2.1 Property Matter	K. Alaksa/H. Harris	Verbal
5.3 Information and Inquires		
5.3.1 Update	S. Pharand	Verbal
5.3.2 Information Item	L. Vanderwey	Verbal
5.4 Rise and Report Progress	L. Vanderwey	Verbal

LAKEHEAD DISTRICT SCHOOL BOARD
MINUTES OF REGULAR BOARD MEETING

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2025 JUN 24
7:30 P.M.

TRUSTEES PRESENT:

Leah Vanderwey (Chair)
Donica LeBlanc (Vice-Chair)
Pat Johansen
Ron Oikonen
Ryan Sitch

George Saarinen
Morgann De Franceschi
(Student Trustee)
Eryn Genno
(Indigenous Student Trustee)

ABSENT WITH REGRET:

Ellen Chambers
Trudy Tuchenhausen
Scottie Wemigwans (Indigenous Trustee)
Jane Lower, Superintendent of Education
Michelle Probizanski, Superintendent of Education

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
Kirsti Alaksa, Superintendent of Business
Heather Harris, 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 Oikonen

Seconded by Trustee Saarinen

"THAT the Agenda for Regular Board Meeting, June 24, 2025 be approved."

CARRIED

4. Resolve into Committee of the Whole – Closed Session

Moved by Trustee LeBlanc

Moved by Trustee Johansen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Vanderwey in the chair to consider the following:

- *Approval of Committee of the Whole – Closed session Minutes*
 - *March 25, 2025; and*
- *Personnel Matters*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

5. Committee of the Whole – Closed Session

PUBLIC SESSION:

6. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Moved by Trustee Oikonen

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

1. *THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting, March 25, 2025; and*
2. *THAT all items of Regular Board – Committee of the Whole – Closed Session were delt with in their entirety and shall remain in closed session.”*

CARRIED

7. Playing of O’ Canada

Heather Harris, Superintendent of Education, introduced the Algonquin Avenue Public School Choir to perform the national anthem in English and Ojibwe. Chair Vanderwey requested that the members of the Board and public gallery rise, if able to do so for the national anthem.

8. Land Acknowledgement

Trustee LeBlanc read the Land Acknowledgement.

9. Trustee Character Award – Ogden Community Public School’s Hockey Team

Chair Vanderwey presented the Trustee Character Award to the Ogden Community Public School’s Hockey Team for their display of integrity and outstanding sportsmanship during the Lakehead Public Schools Hockey Tournament.

10. Approval of Minutes

Moved by Trustee Sith

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting, May 27, 2025.”

CARRIED

11. Business Arising from the Minutes – N/A

MATTERS NOT REQUIRING A DECISION:

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

Trustee Sith informed the Board on his attendance at the OPSBA Annual General Meeting (AGM) and Regional Meetings on June 13-14, 2025. He highlighted that the event featured guest speaker Karl Subban. During the AGM, elections were held for the position of First Vice-President. Additionally, appointments to the Policy Work Group, Program Work Group and the Regional Council Chair at the Regional Meetings. There were no questions from trustees following the update.

13. Student Trustee Report (074-25)

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

- highlights from her final year as student trustee;
- regrets and initiatives that she unfortunately did not have time for during her term;
- attending the Grade 8 Virtual Reach Ahead meeting on May 13, 2025;
- Master of Ceremony for the Grade 8 Award of Excellence Awards event; and
- recommendations for the future student trustee.

All trustees’ questions were addressed.

14. Indigenous Student Trustee Report (075-25)

Eryn Genno, Indigenous Student Trustee, presented her June report to the Board. Items addressed in the report included:

- highlights from her first year as Indigenous student trustee;
- attending the Grade 8 Virtual Reach Ahead meeting on May 13, 2025;
- participating in a student senate event hosted at Westmount Public School alongside her father, Todd Genno, and Orville Councillor, sharing Indigenous culture and Tradition with the students;
- recommendations and objectives for the upcoming school year; and
- a special thank you to Student Trustee Morgann De Franceschi along with a welcome to incoming Student Trustee Breanna Bruce.

All trustees' questions were addressed.

15. Updates from the Chair/Director

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

- Pride flag raising events at the Board office and at Westgate Collegiate and Vocational Institute (CVI) earlier in June along with the many pride events that took place at Lakehead Public Schools; and
- National Indigenous Peoples History Month events that occurred at numerous Lakehead Public Schools locations throughout the month of June. Director Pharand expressed a special thank you to Jasmine Sgambelluri, First Nations, Métis, Inuit Resource Teacher, and Kali Bernst, Principal of Indigenous Education and Program, for their efforts in ensuring that the schools had many opportunities for students to learn about Indigenous Peoples History Month and Indigenous Peoples Day.

16. Annual Review of the Plan to Deliver Special Education Programs and Services (060-25)

Heather Harris, Superintendent of Education, introduced Maggie Fredrickson, Principal of Special Education, who presented the report. All trustees' questions were addressed.

17. 2021-2024 Strategic Plan Report (078-25)

Sherri-Lynne Pharand, Director of Education, along with Superintendents Alaksa, Harris, and Associate Superintendent and Math/IT Lead Sacevich presented the report. All trustees' questions were addressed.

18. Math Achievement Action Plan (071-25)

Nick Sacevich, Associate Superintendent/Math IT Lead presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

19. Recommendations from the Board Advisory Committee (076-25)

19.1 2025-2030 Governance Policy Review Schedule (050-25)

Moved by Trustee LeBlanc

Seconded by Trustee Sitch

"THAT Lakehead District School Board approve the 2025-2030 Governance Review Schedule, Appendix A to Report No. 050-25."

CARRIED

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

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

"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)."*

CARRIED

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

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

"THAT Lakehead District School Board approve the 2025-2026 Operating and Capital Budget of \$180,304,289 as presented."

CARRIED

21. Recommendations from the Director's Performance Appraisal Ad Hoc (073-25)

Moved by Trustee Saarinen

Seconded by Trustee Johansen

"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*
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."*

CARRIED

22. New Reports – N/A

23. Notices of Motion

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".
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.

24. Information and Inquiries

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

- June 11, 2025 – Wabshkaa Animkii Benesii Powwow at Sherbrooke Public School;
- June 11, 2025 – Superior CVI Scholarships and Awards Night;
- June 13-14, 2025 – Ontario Public School Boards Association Annual General Meeting;
- June 17, 2025 – Westgate CVI Graduation;
- June 18, 2025 – Hammarskjold High School Graduation;
- June 19, 2025 – Miiniwewinan Powwow at Westgate CVI; and
- June 23, 2025 – MPP Holland's school visit to Ogden Community Public School.

24.2 Chair Vanderwey informed the Board of the upcoming events in June:

- June 25, 2025 – Superior CVI and Lakehead Alternative Program Graduation, Trustee Tuchenhausen will attend on behalf of the Board;
- June 26, 2025 – Lakehead Adult Education Centre Convocation, Trustee Saarinen will attend on behalf of the Board; and
- July 25, 2025 – Fort William First Nations Graduation Celebration, this event will honour graduates from Grade 8, Grade 12 and post-secondary programs. Indigenous Trustee Wemigwans will serve as Master of Ceremonies.

25. A Special presentation and thank you to Student Trustee Morgann De Franceschi from Vice-Chair LeBlanc on behalf of the trustees. Final words of thanks from Student Trustee De Franceschi.

26. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee LeBlanc

“THAT we do now adjourn at 9:13 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 087-25

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

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following report was received at the Board Advisory Committee Meeting of September 9, 2025, and have been referred to the Board for approval. The recommendation is as follows:

DIRECTOR PERFORMANCE APPRAISAL AD HOC COMMITTEE (082-25)

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

1. That Lakehead District School Board appoint all trustees to the Director Performance Appraisal Committee; and
2. That Lakehead District School Board appoint Indigenous Trustee Wemigwans as chair and Trustee Saarinen as vice-chair of the Director Performance Appraisal committee for the 2025-2026 school year.

Respectfully submitted,

DONICA LEBLANC
Chair, Board Advisory Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 085-25

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

RE: SUMMER LEARNING PROGRAMS K-12

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to ensuring that every student feels a sense of belonging, achieves success, and engages in reconciliation through their learning. Research shows that many children experience learning loss during extended breaks from school, and LDSB's Summer Learning Programs address this by strengthening academic skills, fostering positive social interactions, and supporting mental health. These programs create inclusive environments where students build meaningful connections with peers and caring adults, experience reduced learning loss, gain confidence to succeed, and honour diverse identities and experiences to reconcile, ensuring that all students are valued in their learning journey.
- 1.2 Ministry of Education research further indicates that a coherent, high-quality continuum of supports and interventions involving learning outside the school day, including credit-bearing courses in summer, can build on the strengths and address the learning gaps of students, particularly those transitioning to Grades 7-9 (Ministry of Education, Ontario, December 2016). Summer Learning Programs continue to address student learning needs within LDSB.

2. Situation

2.1 Elementary Summer Learning

The elementary summer learning program took place at four elementary schools this year: Sherbrooke Public School, Algonquin Avenue Public School, École Elsie MacGill Public School and Ogden Community Public School for students from Pre-Kindergarten to Grade 6. A total of 210 students attended the camps, that ran July 3 – July 18, 2025.

New to summer programming this year was a French Immersion Camp held at École Elsie MacGill Public School for Grades 1-3 students.

2.2 Mino Bimaadiziwin

Mino Bimaadiziwin, Indigenous Youth Leadership Program, was attended by 30 students from Grades 7-10 with four youth mentors who were recent graduates from Lakehead Public Schools (LPS). The program was hosted on August 10 – August 15, 2025, at Fort William Historical Park, with an overnight trip to Kingfisher Outdoor Education Centre.

2.3 Armstrong/Whitesand First Nation Reach Ahead Credit

Students in Grades 8 and 9 living in Armstrong and Whitesand First Nation were given the opportunity to participate in summer programming at the Armstrong Recreation Centre. This program ran for three weeks from July 7- July 25, 2025 and engaged students in experiential learning, career exploration and literacy and numeracy skill development which resulted in the earning of a Grade 9 credit: Learning Strategies 1: Skills for Success in Secondary School (GLS 101).

2.4 Grade 8 First Nation, Métis, Inuit (FNMI) Reach Ahead Credit

All students entering Grade 9 in September 2025, who self-identify as First Nations, Métis or Inuit, were offered the opportunity to earn a reach ahead credit over the summer. The program ran for two weeks from August 18, 2025, to August 29, 2025, and provided students with an opportunity to earn the Individual and Family Living Credit (HIF101), as well as gain familiarity with their school and build relationships with peers and staff before September.

2.5 Focus on Youth Project

The Focus on Youth Project is a seven-week summer cooperative education program that ran from July 7-August 21, 2025 for secondary students identified by school staff as possibly facing academic, financial, or personal challenges to employment, school engagement and achievement. This project provided students with secondary credits in cooperative education and paid employment where they were responsible for growing, harvesting, and marketing food in the Urban Farm Project with Roots Community Food Centre.

2.6 Credit Recovery

Secondary students participated in credit recovery at Superior Collegiate and Vocational Institute with an assigned teacher.

2.7 E-Learning and Co-Operative Education

Secondary students across all secondary schools had the opportunity to participate in co-operative education, and in e-learning programming.

2.8 Special Education Programming

Summer Learning Program: Students with needs were supported by Student Support Professionals (SSPs) who supported the individual learning needs of students in the Summer Learning Program. There were SSPs in almost every Summer Learning Program classroom. These educators worked as part of the team with the other educators, assisting students in both academic and non-academic learning opportunities.

The Kindergarten Summer Learning Program was offered at two sites, staffed by a teacher, Early Childhood Educator, and SSPs. The program supported students requiring additional transition time before starting school, as well as those benefiting from extended experience in a Kindergarten setting. Participants included students entering both Year 1 and Year 2 of Kindergarten.

Lakehead Public Schools also partnered with Superior Life Skills to offer additional learning opportunities for our students. These camps included “Play Skills Summer Camp,” focusing on social skills, group dynamics and sharing, and two groups called “Launch Pad” which focused on mindfulness and regulation.

2.9 Mental Health Programming

The Mental Health Team, in collaboration with Child Development Institute Consultant Trainers, delivered a Stop Now and Plan (SNAP) Summer Camp from July 7 to August 1, 2025 serving 22 children. The camp was staffed by members of the Mental Health Team and SSPs to ensure appropriate student-to-staff ratios. Programming was designed for children experiencing challenges with emotional regulation, oppositional behaviours, and peer relationships.

Eligibility criteria included students entering Grades 2–5, without a diagnosis of developmental disability, autism spectrum disorder, or fetal alcohol spectrum disorder, and who could benefit from behavioural support in a summer camp setting. Stop Now and Plan strategies were embedded into daily programming through engaging activities such as arts and crafts, physical activity, games, field trips, and community presentations, providing opportunities to practice and apply learned skills in a supportive environment.

3. Student Results

3.1 Elementary Summer Learning

The Elementary Summer Learning Program engaged 210 students in daily literacy and numeracy programming, supported by experiential learning opportunities from LDSB staff and community partners.

Students enhanced their literacy and numeracy skills through targeted instruction and engaging activities, demonstrating the value of continued learning during the summer break.

3.2 Grade 8 First Nation, Métis, Inuit (FNMI) Reach Ahead Credit

This course took place at all three secondary schools and a total of 56 students entering our secondary schools this year received the credit. This reach-ahead opportunity was offered to all incoming Grade 9 FNMI students coming from elementary feeder schools. These students successfully obtained a credit towards their Ontario Secondary School Diploma (OSSD).

Students had the opportunity to visit their secondary school to reduce any fear/anxiety associated with transitioning to secondary, as well as the opportunity to meet staff, including their graduation coaches, and form relationships entering high school.

Students engaged in experiential learning opportunities, including exposure to the skilled trades as well as a variety of future pathway and life skills.

3.3 Armstrong/Whitesand First Nation Reach Ahead Credit

Twenty-four learners from LPS secondary schools earned their GLS 101 credit and engaged in career/pathways exploration with community partners such as the Ontario Provincial Police, Emergency Services, and Ministry of Natural Resources.

Students in this program participated in a hands-on project which was aimed at exposing them to the skilled trades. The students were proud of their finished product: wooden benches for the community.

3.4 Focus on Youth

Eleven students took part in this seven-week paid cooperative learning program and were partnered with Roots to Harvest in the Urban Farm Project; 11 students earned 22 credits through this program. Students strengthened employability skills and developed life skills while participating in this unique learning environment.

3.5 Co-Operative Education

Ninety co-operative education credits were granted, including 22 from Focus on Youth, 20 from Whitesand First Nations, eight from Fort Hope, and 40 from secondary summer co-op learning.

3.6 Secondary Summer Credit Recovery Program

Six students were successful in recovering a credit from a variety of subject areas. This program is designed to help secondary students meet the expectations of a course they have completed but were unsuccessful in achieving all the expectations of the course.

3.7 E-Learning

One hundred and seventeen credits were granted to LPS secondary students, and 236 credits were granted to secondary students outside of our board following this five-week program.

4. Next Steps

- 4.1 Lakehead District School Board will continue to offer summer programs based on funding so that every student has extended opportunities to succeed.

- 4.2 Lakehead District School Board will continue to focus on closing gaps in credit accumulation and strengthen academic skills to ensure students at risk have increased opportunities to engage in learning and gain credits.
- 4.3 Lakehead District School Board will continue to promote opportunities for students to plan for future education, career/life goals, and to build on skills necessary for future success through summer programming.

5. Conclusion

Lakehead District School Board's summer learning programs strengthen literacy and numeracy, while fostering friendships, confidence, independence, and a sense of belonging. These opportunities support students' healthy development and growth into capable, compassionate adults. Through continued focus on achievement, graduation, and strong community partnerships, LDSB remains committed to advancing both academic success and personal growth for all students.

Respectfully submitted,

KATHLEEN ANDREWS
Student Success Lead

KALI BERNST
Principal of Indigenous Education and Program

MAGGIE FREDRICKSON
Principal of Special Education

SAMANTHA PEOTTO
Manager of Lakehead Adult Education Centre

MEGAN SEMENIUK
Mental Health Lead

JANE LOWER
Superintendent of Education

HEATHER HARRIS
Superintendent of Education

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEPT 23
Report No. 084-25

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

RE: ANISHINAABEMOWIN REVITALIZATION REPORT

1. Background

- 1.1 It is estimated that at the time of first contact with Europeans, there were approximately 450 Indigenous languages and dialects in Canada (Office of the Commissioner of Official Languages, 1992). Today, almost 70 Indigenous languages are still spoken in Canada (Statistics Canada, 2017). The preservation and revitalization of Indigenous languages was central to findings of Truth and Reconciliation Commission's (TRC) Final Report and Calls to Action (2016).
- 1.2 Truth and Reconciliation Commission's Call to Action 14 calls for an Aboriginal Languages Act that incorporates the following principles:
 - Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them;
 - Aboriginal language rights are reinforced by the Treaties;
 - the federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation; and
 - the preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- 1.3 The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 13, affirms that, "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures...". Article 14 states that, "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning."
- 1.4 After years of advocacy by First Nations, the Government of Canada now has a legislated commitment to respecting Indigenous languages. On June 21, 2019, the Indigenous Languages Act (ILA) received Royal Assent. The purpose of the ILA is to enable assurance for long-term funding and support for Indigenous-led initiatives to reclaim, revitalize, maintain, and strengthen Indigenous Languages.

- 1.5 Lakehead District School Board (LDSB) is located on Anishinabek territory and has been offering Anishinaabemowin (Ojibwe) Language courses at the secondary level since 2006 and in elementary schools since 2010. The program has grown to include some secondary courses at all three secondary schools and the option to choose Native as a Second Language (NSL) at six elementary schools in Grades 4-8, in the 2024-2025 school year.

2. Situation

- 2.1 Consistent with LDSB's strategic plan, Indigenous Education Framework, and in response to the TRC Calls to Action and UNDRIP, LDSB has been committed to working with Indigenous community partners to grow Anishinaabemowin Language programs in our schools.
- 2.2 In 2023, LDSB received project-specific funding from the Ministry of Education, Indigenous Education Office, for supporting Indigenous Languages Revitalization. Using this funding, we have developed and began to implement a strategy for Anishinaabemowin Revitalization in our Board.
- 2.3 The initial development, monitoring, and continued updating of the Anishinaabemowin Revitalization strategy is done in partnership with many Indigenous community organizations/representatives as well as regional school boards including Rainy River District School Board, Seven Generations Education Institute, Waking Up Ojibwe/Say It First, Lakehead University, and Confederation College.
- 2.4 The LDSB Anishinaabemowin Revitalization strategy has three priority areas for the first five years, while working towards the end goal of collaborating with Indigenous community partners to establish an Anishinaabemowin immersion program:
- increase teacher capacity/fluency in Anishinaabemowin through a mentor-learner model;
 - strengthen Native as a Second Language (NSL) and Ojibwe programs to increase student enrollment/engagement; and
 - develop family language nests and other engagement opportunities to promote use of Anishinaabemowin in our community and at home.
- 2.5 Enrollment in NSL programs at the elementary level, Grade 4 – 8, increased by 12% from the 2023-2024 school year to 2024-2025.
- 2.6 Teachers who were provided with release time for language learning during the 2023-2024 and 2024-2025 school years demonstrated growth in Anishinaabemowin speaking and listening in all assessment areas.

3. Next Steps

- 3.1 Extend elementary NSL programs to include primary grades as pilot project at Sherbrooke Public School.
- 3.2 Expand Ojibwe (LNO) course offerings at secondary schools to include Level C, D and E.
- 3.3 Provide family and community engagement opportunities that encourage continued Anishinaabemowin learning at home and in the community.
- 3.4 Work with Lakehead University to support the offering of additional qualification courses, Teaching Ojibwe, Part 1, 2, and 3 that is within the dialect and priorities of Indigenous communities in our region.
- 3.5 Establish meaningful partnership(s) with First Nation communities and/or organizations to lead and develop Anishinaabemowin immersion program in collaboration.
- 3.6 Continue to collect and analyze data on student engagement/enrollment in Anishinaabemowin programs, family engagement and learning, and teacher fluency development.

4. Conclusion

Lakehead District School Board recognizes the significant impact of colonial processes of assimilation, such as the residential school system, on the transmission and advancement of Indigenous Languages in Canada. We are committed to partnering with Indigenous communities in a way that honours and values Indigenous language preservation and revitalization as a way of promoting reconciliation.

Respectfully submitted,

ANIKA GUTHRIE
Anishinaabemowin Revitalization Coordinator

KALI BERNST
Principal of Indigenous Education and Program

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 088-25

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

RE: 2025-2029 MULTI-YEAR STRATEGIC PLAN AMENDMENT

1. Background

- 1.1 A recommendation was passed by the Board at the April 22, 2025 Regular Board meeting approving the 2025-2029 Multi-Year Strategic Plan.

2. Situation

- 2.1 On May 21, 2025, the 2025-2029 Multi-Year Strategic Plan was presented to the Special Education Advisory Committee (SEAC) by Trustee Vanderwey as part of the Trustee Update. Feedback from SEAC members indicated that the word “Education” should be included the 2025-2029 Multi-Year Strategic Plan.
- 2.2 At the June 3, 2025, Coordinating Committee Meeting, members discussed where the word “Education” should be added. It was determined that it should appear in the title and the vision statement.
- 2.3 On June 24, 2025, at the Regular Board Meeting a Notice of Motion was brought forward proposing the changes.

RECOMMENDATION

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,

LEAH VANDERWEY
Chair, Lakehead District School Board

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 089-25

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

RE: POLICY REVIEW – 3094 ELECTRONIC MEETINGS

1. Background

- 1.1 At the September 24, 2024, Regular Board Meeting, 3094 Electronic Meetings Policy was approved for review during the 2024-2025 school year due to changes in Ontario Regulation 463/97 effective as of September 1, 2025.
- 1.2 At the June 10, 2025, Board Advisory Committee Meeting, the 3094 Electronic Meetings policy was deferred for further clarification and review to September 2025.

2. Situation

- 2.1 The attached policy ensures adherence to recent changes in legislation and is set out to clearly define expectations of attendance in-person at Regular and Special Board meetings.
- 2.2 The revised policy attached as Appendix A.
- 2.3 Upon final approval, the policy will be distributed in accordance with Lakehead District School Boards 2010 Policy Development and Review Procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the 3094 Electronic Meetings Policy as attached as Appendix A to Report No. 089-25.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

LEAH VANDERWEY
Chair, Lakehead District School Board

BUSINESS AND BOARD ADMINISTRATION	3000
ELECTRONIC MEETINGS POLICY	3094

1. Rationale

Ontario Regulation 463/97 Section 2(1) requires:

Every board shall develop and implement a policy providing for the use of electronic means for the holding of meetings of a board and meetings of a committee of a board, including a committee of the whole board.

2. The Policy

It is the policy of Lakehead District School Board (LDSB) that trustees and student trustees who participate in a meeting through electronic means, with approval in accordance with Ontario Regulation 463/97 under the Education Act, shall be deemed to be present at the meeting.

3. Guidelines

A. Statutory Committees of the Board

- 3.1 Meeting rooms of the public Board or a public committee of the Board shall be open to permit physical attendance by the members of the public, except in inclement weather.
- 3.2 The chair of the committee or their designate shall be physically present in the meeting room at every regular meeting of the committee of the Board.
- 3.3 Despite section 3.2, the chair may participate electronically in a meeting of the Board if another member of the Board is physically present in the meeting room.
- 3.4 The director of education or their designate shall be physically present in the meeting room for each meeting of a committee of the Board.

B. Regular Board Meetings

- 3.5 All members of the Board shall be physically present in the meeting room of the Board at every regular meeting of the Board and every regular meeting of a committee meeting of the whole Board. The chair and secretary of the Board may waive the requirement to be physically present and may move the meeting to a virtual meeting due to severe inclement weather.

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- 3.6 Despite section 3.5, a member of the Board may participate in a Board meeting by electronic means instead of being physically present if the member receives written approval. To obtain written approval, no later than 24 hours prior to a meeting, the chair/vice-chair and the secretary of the Board shall be notified in writing of a trustee's or student trustee's request for electronic participation, and the reason for the request for electronic communication at the meeting. (Exceptions to the 24-hour rule may be made by the chair in extenuating circumstances up to the start time of the meeting). If the chair is making the request for electronic participation, it shall be submitted in writing to the vice-chair and the secretary of the Board.
- 3.7 The chair, vice-chair or designate may approve a request if they are satisfied that one or more of the following circumstances exist:
- the member's primary place of residence within the area of jurisdiction of the Board is located 125 KM or more from the meeting location;
 - weather conditions do not allow the member to travel to the meeting safely;
 - the member cannot be physically present at a meeting due to health-related issues;
 - the member has a disability that makes it challenging to be physically present at a meeting; and
 - the member cannot be physically present due to family responsibilities in respect of the following:
 - the member's spouse;
 - a parent, step-parent, foster parent of the member or member's spouse;
 - a child, step-child, foster child who is under legal guardianship of the member or member's spouse;
 - a relative of the member who is dependent on the member for care or assistance; and/or
 - a person who is dependent on the member for care or assistance and who considers the member to be like a family member.
- 3.8 The chair/vice-chair shall not approve a request under section 3.7, if approving the request would result in fewer than one member of the Board, in addition to the chair of the Board or their delegate being physically present in the meeting room.
- 3.9 Despite section 3.7, the chair or designate shall be physically present in the meeting room of the Board for at least half of the meetings of the Board during each 12-month period beginning November 15.
- 3.10 Despite section 3.7, a member of the Board shall be physically present for at least 3 regular meetings of the Board during each 12-month period beginning November 15.
- 3.11 The director of education or their designate shall be physically present in the meeting room for each meeting of the regular Board, including a committee of the whole Board.

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3.12 If a trustee does not qualify under section 3.7 to participate virtually, they are considered absent under section 228 (1)(e) of the Education Act.

3.13 Requirements to be physically present at meetings do not apply if all schools of the Board are closed to an order made by:

- The Minister of Education;
- A medical officer of health or the Chief Medical Officer of Health; and/or
- The Lieutenant Governor in Council.

If an order is made, it remains in effect from the day the order starts and ends 60 days after the order ceases to apply.

C. Electronic Guidelines

The electronic means shall permit the member or student trustee to hear and be heard by all other participants in the meeting.

3.14 Electronic connection to the meeting shall ensure clear communication.

3.15 Trustees and student trustees shall have copies of the meeting agenda and package while participating electronically.

3.16 Trustees and student trustees participating in electronic meetings, in closed session, shall ensure confidentiality and this shall be noted by the secretary. Student trustees participating in electronic meetings, in closed session, shall not participate in any closed session items under section 207(2)(b) of the Education Act.

3.17 The Governing By-Laws, the conflict of interest rules and the most current edition of Robert's Rules of Order shall apply to electronic meetings of LDSB.

3.18 Lakehead District School Board shall provide members of the public with electronic means for participating in meetings to the extent and manner outlined for public participation in the LDSB Governing By-Laws.

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ELECTRONIC MEETINGS POLICY	3094

4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board 2022 Governing By-Laws	June 16, 1998	Education Act 228(1)(e)
Education Act 228(1)(e)	<u>Date Revised</u> February 27, 2007 September 22, 2015 June 5, 2023	Education Act 208.1(1)(b) O. Reg. 463/97

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 090-25

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

RE: INDIGENOUS STUDENT TRUSTEE – SEPTEMBER REPORT

1. Introduction

I am honored to continue serving as the Indigenous student trustee. Since I began this role halfway through last school year, I am especially excited to now start a full school year in this position alongside Student Trustee Bruce.

2. Objective

- 2.1 Throughout this school year, I want to make a strong effort to maintain balance between my academic, Indigenous student trustee, and personal responsibilities. At the end of the day, I am a student first, and I am committed to staying organized, on top of my work, and continuing to be both a good student and a passionate Indigenous student trustee.
- 2.2 I want to try to stay connected with other student trustees across Ontario throughout the year and attend the OSTA-AECO conference. I believe this is a good opportunity to learn and share with one another, growing as a leader, and gaining other perspectives about what it means to be a student trustee.
- 2.3 One of my priorities is to make a greater effort to visit all three high schools' SACs as well as the Four Directions rooms. I believe these visits are important opportunities to build relationships and strengthen communication between students and the Board. During these visits, I plan to focus on gathering student voice by actively seeking feedback. This will allow me to better understand students' needs, concerns, and ideas, and represent them more effectively. In addition, I would like to explore the possibility of hosting student focus groups at each school as another way to collect input and ensure all voices are heard, similar to what Indigenous Student Trustee Drake did.
- 2.4 I plan to utilize the Student Trustee Instagram as an accessible and engaging way to communicate with students. My goal is to use it not only to share updates and promote initiatives, but also to highlight cultural teachings, important events, and student opportunities.
- 2.5 Last year, I restarted the Ojibwe Word of the Day initiative, but I struggled to maintain it. This year, I am committed to bringing it back in a new way, through short videos as the Ojibwe Word of the Week. Each video will introduce a word, explain its meaning, and share the deeper teachings connected to it. The first word will be posted on Monday, September 22nd. These videos will be shared

on the Student Trustee Instagram, and if interested send the videos to teachers so they can show them in their classrooms. Along with this, I want to bring awareness to both well-known and lesser-known days that hold significance for Indigenous Peoples. My goal is to not only highlight these days, but to also provide meaningful education about the significance of these days.

- 2.6 Finally, I am excited to continue my Bulletin Board project that I have going on at Westgate Collegiate and Vocational Institute (CVI). This year, I will be adding a poster about the HIP Y2Y program, information about Four Directions and the KZ Lodge, and a QR code linking to the Student Trustee Instagram. I have also reached out to students at both Hammariskjold Highschool and Superior CVI to begin setting up bulletin boards at their schools as well.

3. Conclusion

I'm excited for another school year ahead. I look forward to building on these initiatives, continuing to listen to student voices, and representing both Indigenous and non-Indigenous students across our schools. Miigwetch. MEEWAY.

Respectfully Submitted,

ERYN GENNO
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 091-25

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

RE: STUDENT TRUSTEE – SEPTEMBER REPORT

1. Introduction

My name is Breanna Bruce, and I am a grade 11 student at Superior Collegiate and Vocational Institute (CVI). I have been a Lakehead Public Schools student for just over two years and am extremely grateful for all the support, guidance, and respect that I have received during this time. As this next year begins, I am truly honored and deeply appreciative to have been selected to take on the 2025-2027 student trustee role. My heart is filled with much gratitude, and I am excited to begin this role. My goals for the upcoming years include fostering a sense of belonging for all, emphasizing the importance of education as a whole while encouraging others to go to school, and ensuring students feel safe at school. I also hope in the future to plan more events to really emphasize connections between schools. I strive to represent the board with respect and grace while upholding the amazing standards set by past student trustees. I am truly excited to be working with such amazing people and look forward to the years ahead.

2. Objectives

- 2.1. During the first few months of my term, I strive to identify myself within the community. I want to be a respectable, approachable, and recognizable figure within the school board. When expressing an opinion, I want students to feel safe and heard as the experience can be intimidating. By making myself known, others will feel comfortable and confident in stating their opinions. I plan to achieve this goal by visiting multiple schools throughout the board. I want all students to feel that if they have any ideas or concerns to share, they should be able to.
- 2.2. Throughout my term as a student trustee, I aim to emphasize the importance of connecting with others and participating in any school groups. Connecting with others helps make school communities more welcoming and positive, while participating in school clubs can help foster a love for learning. Both contribute to helping individuals feel more comfortable in the school environment. I plan to achieve this goal by advocating for it during meetings, student senate, and through making posts about it on Instagram.

- 2.3. In addition, I wish to converse soon with the other student trustees in the region. This way, we can compare goals for this school year and hear other concerns from the community. Furthermore, by establishing a connection now, we can meet again in future and possibly plan activities connecting our schools.
- 2.4. Another goal I have set is to establish a presence in the media. I plan to re-instate the Student Trustee Instagram page to spread awareness and upcoming activities with the LDSB community. I feel this will be a helpful tool in communicating what is going on in school communities to teenage viewers and it will bring more prominent issues to a widely viewed platform.
- 2.5. One of my final goals for now is to continue with the Student Senate program (whether in person or virtual). As a member of a student council, I have participated in multiple and feel it is a crucial element for student leaders. I will continue to look for and implement any opportunities for student leadership. I want to continue to emphasize student voices in any way possible and I feel this is a great step towards accomplishing that.

3. Situation

- 3.1. On Wednesday, April 30, 2025, former Student Trustee De Franceschi and I met to discuss my upcoming role and responsibilities. Morgann shared her experiences and insights to the role with me in such a positive and helpful manner. She answered any questions I had about the upcoming position and offered some advice when needed. Furthermore, she asked me about my plans for the upcoming two terms which was thought provoking. She encouraged me to set goals for myself early on, remain organized, and to take every opportunity possible. I found this meeting extremely useful, and it was an inspiring way to start this journey.
- 3.2. On Wednesday, September 10, 2025, I attended a mentor meeting with Indigenous Student Trustee Genno and Trustee Saarinen. During this meeting, we discussed important matters for the upcoming year. We began to plan meetings with certain schools and outlined some monthly duties. Trustee Saarinen made sure both I and Trustee Genno felt prepped for the upcoming months and answered any outstanding questions we had. This meeting was also helpful, as it furthered my understanding of the role and introduced some new opportunities (such as connecting with the Ontario Student Trustee Association, OSTA-EACO).

4. Conclusion

In conclusion, while I have many goals for the year ahead, I plan to focus heavily on emphasizing education importance and connection between others. I still strive to accomplish all my goals and set a plan for the months ahead. I am aware this year will be busy and prepared to take on new challenges. I want to make the school environments feel like safe, positive spaces for students and staff. I am eternally grateful for this opportunity and have many more ideas for the upcoming years. I am looking forward to working with the Board and my fellow Indigenous student trustee to support and encourage all students at Lakehead Public Schools.

Respectfully submitted,

BREANNA BRUCE
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 086-25

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

RE: APPROVAL OF APPOINTMENT OF ALTERNATE REPRESENTATIVE TO
SPECIAL EDUCATION ADVISORY COMMITTEE

1. Background

- 1.1 According to Reg. 464/97 of the Education Act, every district school board must establish a Special Education Advisory Committee (SEAC) consisting of:
- one representative from each of the local associations that operate locally within the board's jurisdiction and are affiliated with a provincial organization focused on exceptional children or adults;
 - one alternate for each representative, nominated by the same local association;
 - one or two persons to represent the interests of First Nations pupils, particularly those attending board schools under a tuition agreement;
 - members from among the board's own trustees, with the number determined as the lesser of three or 25% of the total number of board members (rounded down). If fewer than three trustees are appointed, each must have an alternate; and
 - the board may also appoint one or more additional members who are neither representatives of a local association nor member of the board or other communities of the board.
- 1.2 On September 27, 2022, Lakehead District School Board approved the process and application form to select community representatives and alternate representatives to SEAC.
- 1.3 Nominations were invited by:
- writing a letter to each association/agency and community representative previously represented on SEAC; and
 - placing an advertisement in the local newspapers, social media and on the LDSB website.

2. Situation

- 2.1 Special Education Advisory Committee member, Sarah Niles, representative of local association Dilico Anishinabek Family Care, has expressed her intention to nominate Jamie Barry, Child Welfare Manager – District Division, Dilico Anishinabek Family Care, as her alternate in the event she is unable to attend any one of the SEAC meetings.
- 2.2 Jamie Barry, Child Welfare Manager – District Division, Dilico Anishinabek Family Care brings a strong background in education, special needs, and child welfare, making him a highly suitable candidate to serve as an alternate representative on the committee. His experience working directly with schools and supporting children with diverse needs aligns well with the goals and responsibilities of SEAC.
- 2.3 The Special Education Advisory Committee - Nomination Association/Agency Alternate Representative form for Jamie Barry, Child Welfare Manager – District Division, Dilico Anishinabek Family Care has been formally approved by Pam Cotnam, Assistant Director of Child Protection at Dilico Anishinabek Family Care.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of Jamie Barry, Child Welfare Manager – District Division, Dilico Anishinabek Family Care, as an alternate representative to the Special Education Advisory Committee (SEAC). Jamie Barry's appointment would be for the term ending November 30, 2026, as outlined in Report No. 086-25.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 23
Report No. 092-25

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

RE: COMMUNICATIONS COMMITTEE REQUEST FOR APPROVAL OF
CORRESPONDENCE

1. Background

At the September 16, 2025, Lakehead District School Board (LDSB) Coordinating Committee meeting, members requested that Trustee Chambers, Chair of the Communications Committee, draft a letter to MPP Kevin Holland on behalf of the trustees advocating for the role of democratically elected school board trustees.

2. Situation

2.1 Trustee Chambers, Chair of the Communications Committee composed a draft letter and circulated it to all members of the Board for input.

2.2 The draft letter to MPP Kevin Holland has been provided as a handout.

3. Conclusion

The Trustees' Communications Committee respectfully requests that the Board approve the request to send correspondence of support addressing the items presented.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the request from the Communications Committee to send correspondence advocating for the role of democratically elected school board trustees to MPP Kevin Holland, as outlined in Report No. 092-25.

Respectfully submitted,

ELLEN CHAMBERS
Chair, Communications Committee

SHERRI-LYNNE PHARAND
Director of Education