

FIANCE COMMITTEE MEETING

Tuesday, April 7, 2026

Jim McCuaig Education Centre

Trustee Scottie Wemigwans
Chair

Trustee George Saarinen
Vice Chair

AGENDA

PUBLIC SESSION

6:30 p.m. – Board Room/Microsoft Teams

| | <u>Resource Person</u> | <u>Pages</u> |
|---------------------------------------------------------------------------------------------------|---------------------------------------------|--------------|
| 1. CALL TO ORDER | Chair | |
| 2. DISCLOSURE OF CONFLICT OF INTEREST | | |
| 3. APPROVAL OF THE AGENDA | Chair | |
| 4. LAND ACKNOWLEDGEMENT | K. Alaksa | |
| 5. DELEGATIONS/PRESENTATIONS | | |
| 5.1 Ontario Secondary School Teachers' Federation: Early Childhood Educators (OSSTF – ECE) | S. Crupi | 1-2 |
| 5.2 Lakehead Elementary Teachers of Ontario (LETO) | N. Merritt, D. Cockell, D. Paddington | 3-5 |
| 5.3 Special Education Advisory Committee (SEAC) | A. Cameron | 6-7 |
| 5.4 Miiniwewinan: Indigenous Education Advisory Committee (IEAC) | H. Harris | 8-9 |
| 5.5 Lakehead Ontario Principals' Council (LOPC) | N. Marks, M. Smelow | 10-12 |
| 5.6 Ontario Secondary School Teachers' Federation, District 6A, Thunder Bay | J. Delorey | 13-14 |
| 5.7 Parent Involvement Committee (PIC) | no presenter | 15 |
| 5.8 Ontario Secondary School Teachers' Federation Student Support Professionals (OSSTF – SSPs) | no presenter | 16-18 |
| 5.9 Elementary Occasional Teachers | no presenter | 19 |
| 5.10 School Council/Public Input - Survey Results | K. Alaksa | 20-21 |

6. APPROVAL OF MINUTES – PUBLIC SESSION

| | | | |
|-----|-------------------------------------------------|-------|-------|
| 6.1 | Finance Committee Meeting - February 3, 2026 | Chair | 22-23 |
|-----|-------------------------------------------------|-------|-------|

7. INFORMATION REPORTS – N/A

8. NEW REPORTS – N/A

9. UNFINISHED BUSINESS AND GENERAL ORDERS

10. ANNOUNCEMENTS

| | | | |
|-----|-------------|-------|--------|
| 11. | ADJOURNMENT | Chair | Verbal |
|-----|-------------|-------|--------|

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION



DISTRICT 6A THUNDER BAY
233 South Court Street
Suite 8LL, Lower Level
Thunder Bay, ON P7B 2X9
(807) 623-7562 / Fax: (807) 623-3671

Budget Deputation OSSTF ECE Group

Dear Budget Committee

We would like to begin by thanking the Board for its continued support of the Early Learning Program and for prioritizing our youngest learners. This commitment has a meaningful impact on staff, students, and families.

We also appreciate the staggered start and dedicated time for educator teams to meet with families and new students. This investment supports relationship - building, helps create welcoming environments, and allows educators to better understand each child. This strong foundation is essential for student success.

This year, we present three key requests to help maintain and strengthen program quality. They support the Board's Strategic Plan principles of **Belong, Succeed** and **Reconcile**. As well as aligning with the **Student Achievement plan**.

First, we are grateful for the funding allocated toward classroom resources. As materials get well used, they begin to wear and break. We respectfully request consistent annual funding for replenishment. This will ensure our play-based programs remain engaging, safe, and well-equipped. Having well-resourced Kindergarten programs, we support the **Student Achievement plan** by ensuring that we have materials to promote oral language, problem solving and early mathematical thinking. Additionally, we propose exploring a partnership with secondary school woodshop programs to build outdoor learning features. This would be a cost-effective way to enrich outdoor spaces while creating a connection between younger students and high school learners.

Second, we are seeing an increase in violent and behavioral incidents in classrooms. We ask for continued efforts to address classroom violence and the growing mental health challenges faced by staff. Prioritizing educator well-being and safety supports **Succeed** by ensuring that our teams feel supported to meet the complex needs of our students. These issues are a daily reality, and staff must feel

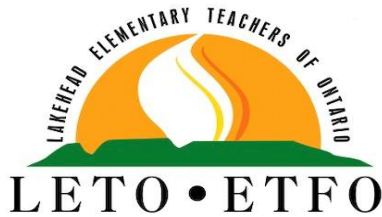
safe, supported, and valued. Cost-effective approaches could include regular access to BMST or similar training, along with structured opportunities for staff check-ins and debriefs.

Lastly, we request the addition of another Early Childhood Educator Resource position. This request supports **Reconcile** by helping to build system capacity to respond equitably to the diverse needs in our classrooms. Expanding this support would allow quicker response time to address some of the barriers to learning, which would contribute to a stronger foundation for student success.

Thank you for your consideration. We look forward to working together to strengthen high-quality early learning environments in all schools.

Warm regards,

Shelley Crupi
Caitlin Smith



Lakehead Elementary Teachers of Ontario
A – 1186 Russell Street Thunder Bay, ON P7B 5N2
Phone: (807) 624-9149 Fax: (807) 624-9148
office@leto.ca
President: Dave Paddington
Cell: (807) 621-0824
president@leto.ca

March 27th 2026

Scottie Wemigwans
Chair, Budget Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, Ontario
P7E 5T2

Dear Mr. Wemigwans,

We would like to sincerely thank the budget committee for the opportunity to present the Lakehead Elementary Teachers' deputation submission. As always, the success and well-being of both students and staff are our key priorities. We are certainly aware of the constraints of the current climate in which we find ourselves and look forward to partnering with you in finding solutions to support students and families and defend public education.

In previous years, we have brought forward the worst kept secret in society; the continuing mental health crisis and the potential extension of our current Guidance positions; we are always hopeful we can increase our reach even more. Mental health problems can affect many areas of students' lives, reducing their quality of life, academic achievement, physical health, and satisfaction with the school experience. Furthermore, this negatively impacts relationships with teachers, friends and family members adding to an already challenging environment.

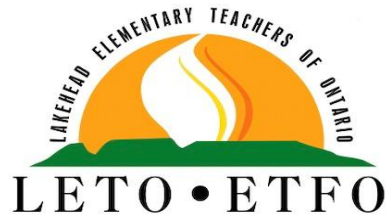
This year, under the new guidelines and in the interests of a fiduciary responsible proposal, we have proposed a piggyback of sorts to the existing culinary positions with a clear attachment to curriculum. The attached proposal provides some ideas on how we can infuse mathematics and STEM into existing programming with the likelihood of minimal additional costs to the Board.

The Lakehead Elementary Teachers of Ontario thanks the Budget Committee for the opportunity to share our submission look forward to speaking with you directly and answering any questions that you may have. We look forward to continuing to collaborate with all stakeholders in our efforts to offer our students the best educational opportunities possible.

Thank you for your thoughtful consideration of this proposal.

Sincerely,

David Paddington
President, Lakehead Elementary Teachers
president@leto.ca
807.621.0824



Budget Submission to the Lakehead District School Board March 2026

1. Strategic Plan Alignment (200 words maximum): • *What budget priority would best support the Board's Strategic Plan principles of Belong, Succeed, and Reconcile?*

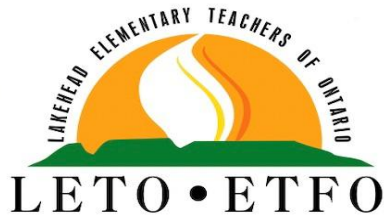
In today's rapidly evolving world, students are growing up in a landscape shaped by technology, innovation, and constant change. To better prepare them for the future, students and teachers need to be given the opportunity to have access to resources that would allow them to experience success in such an environment.

The Grade 7–8 Ontario curriculum places significant emphasis on STEM-related competencies, including coding, mathematical modelling, data literacy, spatial reasoning, and technology-enhanced problem-solving. STEM provides our students with forward thinking technologies to best serve them in the workplace moving forward. Providing these options to all students in a model similar to or attached to the culinary model will cast a wide net with a raft of different experiences that may not necessarily be available in every classroom.

2. Student Achievement Plan Alignment (200 words maximum): • *What budget priority would most effectively support student achievement in one or more of the following areas: Literacy, Mathematics, Graduation Rates and Preparation for Future Success?*

Curriculum expectations require specialized instructional knowledge and consistent, high-quality implementation across classrooms. A STEM Resource Teacher would provide the expertise needed to support teachers in delivering these complex curriculum areas. This role offers co-planning, co-teaching, and professional learning that builds staff capacity in coding, digital tools, inquiry-based learning, and cross-curricular STEM integration. The responsibilities of such a role could include designing science labs (i.e., ones with supportive lab instructions and materials list) and resources (websites and videos) directly related to the curriculum expectations. In terms of math, similar packages could be developed to support learning in areas such as coding.

By supporting differentiation, designing hands-on learning experiences, and assisting with assessment of open-ended tasks, the STEM teacher ensures equitable access to rigorous STEM learning for all students.



Budget Submission to the Lakehead District School Board March 2026

Rationale of attaching this position to the culinary job at Hammarskjold to create a 1.0 FTE

There could be numerous advantages to creating a pilot in the existing this role with the Intermediate Culinary position at Hammarskjold. The primary one being that the instructor is already working in a high school environment; they would have better insight as to how the role could serve to better enhance the transition of students from grade 7 and 8 to grade 9 in particular to subjects under the STEM umbrella. Another would be the flexibility of the position to pair with the culinary one to create a 'stable' 1.0 FTE contract, with the time being delegated to the culinary portion of the job seamlessly being topped up with the STEM portion to a meet the requirements of a full-time position.

In Relation to Science:

Some advantages of pairing this position with that of the culinary one:

- Some of the activities could readily incorporate concepts related to the 'science of cooking' (e.g., the forming of carbon dioxide gas in the process of baking cookies) giving greater and broader understanding of the relationship between the two.
- Students would gain a better understanding and appreciating the similarities between a kitchen and a science lab (e.g., safety rules, cleanliness, organization, preparation, following instructions...).

In Relation to Math:

Some advantages of pairing this position with that of the culinary one:

- Create lessons which enforce the relationship between math and cooking. One such activity could involve the preparing of and budgeting for a grocery list.
- Emphasize the use of numeracy skills in trades, one of which would be Culinary Arts. For instance, the use of adjusting recipes to accommodate larger or smaller amounts in relation to the 'base' measurements, many of which will involve fractions, and both metric and imperial units.

Qualifications

- Bachelor of Education (B.Ed.) with appropriate teaching certification (i.e., I/S qualifications)
- Strong background in science, mathematics, technology integration, or related STEM fields (coding, robotics).
- Strong background in culinary



Lakehead District School Board
2135 Sills Street
Thunder Bay, ON
P7E 5T2
Voice: 807.625.5126
Fax: 807.623.3083

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) 2026-2027 BUDGET DEPUTATION

March 27, 2026

Mr. Scottie Wemigwans, Chair
Finance Committee
Lakehead District School Board

Dear Chair Wemigwans:

Special Education Advisory Committee (SEAC) appreciates the opportunity to provide input into the Board's 2026–2027 budget planning process.

As outlined in the Budget Submission Letter, the Lakehead District School Board's budget functions as a key mechanism for advancing both the Strategic Plan and the Student Achievement Plan. SEAC recognizes that school boards operate within a provincially determined funding structure, where a significant portion of funding is restricted to specific purposes such as special education, transportation, capital, and mandated staffing requirements. This limits the flexibility available when making local budget decisions.

In northern settings, these limitations are further amplified by additional operational pressures, including long transportation routes, small or declining enrolment, aging facilities, geographic and weather-related challenges, recruitment and retention difficulties, and the broader role that schools play as community hubs. These factors create a complex financial environment and require careful prioritization of available resources.

Given these realities, SEAC emphasizes the importance of directing available investments toward areas that most directly support student achievement, engagement, and well-being, while aligning with the Board's Strategic Plan priorities of Belonging, Student Success, and Reconciliation, and the Student Achievement Plan focus areas of Literacy, Mathematics, Graduation Rates, and Preparation for Future Success.

The following recommendations outline how targeted investments in special education supports can meaningfully advance these priorities:

Strategic Plan Alignment (Belong, Succeed, Reconcile)

SEAC recommends prioritizing investment in specialized classroom capacity, staffing, professional learning, assistive technology, and transportation supports, including the creation of at least one additional special needs classroom, to advance the Board's Strategic Plan principles of Belong, Succeed, and Reconcile.

Students with complex needs cannot meaningfully experience belonging or achieve success when appropriate placements, trained staff, and access to school environments are limited. Increasing system pressures, including growing complexity of student needs and delays in external services, have created demonstrated demand for both specialized learning environments and enhanced supports across the system.

Targeted investments support:

- **Belonging**, by ensuring students can safely and consistently access their school communities through reliable transportation to and from school, as well as equitable participation in field trips and community-based learning;

- **Success**, by providing appropriate staffing, ongoing professional training, assistive technology, and specialized classroom placements that allow students to engage meaningfully in learning; and
- **Reconciliation**, by advancing equitable access to education for students facing systemic barriers, including Indigenous learners and students with disabilities, particularly within a northern and geographically dispersed context.

These priorities reflect a data-informed, equity-focused approach to resource allocation that ensures all students are supported to fully participate in school life.

Student Achievement Plan Alignment (Literacy, Mathematics, Graduation Rates, Preparation for Future Success)

SEAC recommends prioritizing enhanced staffing, specialized programming, assistive technology, professional learning, and transportation supports, including the addition of one or more specialized classrooms, to directly support student achievement outcomes.

Students with exceptionalities require intensive, individualized, and evidence-based supports to access literacy and mathematics instruction. Appropriate staffing levels, trained educators, and access to assistive technology are critical to delivering targeted interventions aligned with initiatives such as the Right to Read.

Improved system capacity supports:

- **Literacy and mathematics achievement**, through differentiated instruction, early identification, and access to appropriate tools and technology;
- **Graduation rates**, by ensuring students remain engaged through consistent supports, effective transitions, and access to programming that meets their needs; and
- **Preparation for future success**, including the development of communication, independence, and life skills through both classroom and community-based learning opportunities.

Reliable transportation plays a critical role in achievement by supporting consistent attendance and enabling participation in experiential learning opportunities such as field trips, which are often cost-prohibitive without dedicated support.

Without sufficient investment, students face disrupted programming, limited access to interventions, and reduced opportunities for engagement, all of which negatively impact outcomes.

Conclusion

SEAC recognizes the fiscal constraints outlined in the 2026-2027 budget process and the limited discretionary funding available.

Within this context, SEAC emphasizes that targeted investments in special education, particularly in staffing, specialized classroom capacity, and transportation supports, represent high impact, evidence-informed strategies that directly advance both the Board’s Strategic Plan and Student Achievement Plan.

The addition of at least one special needs classroom, alongside strengthened system supports, reflects a necessary and responsive approach to demonstrated student need.

SEAC respectfully requests that these priorities be considered essential to ensuring that all students can belong, succeed, and reach their full potential.

Respectfully submitted,

SUZANNE POSTHUMUS, Chair, SEAC, and
ALINA CAMERON, Vice Chair, SEAC

**Miiniwewinan: Indigenous Education Advisory Committee (IEAC)
2026–2027 Budget Deputation to Lakehead District School Board****April 7, 2026**

Mr. Scottie Wemigwans, Chair
Finance Committee
Lakehead District School Board

Dear Chair Wemigwans:

Miiniwewinan: Indigenous Education Advisory Committee (IEAC) appreciates the opportunity to provide input into the Lakehead District School Board's 2026–2027 budget planning process. As outlined in the Board's Budget Submission materials, the budget is a key mechanism for advancing the Strategic Plan and the Student Achievement Plan, particularly the commitments to Belonging, Student Success, and Reconciliation.

Miiniwewinan recognizes that school boards operate within a provincially-determined funding framework, where much of the funding is restricted to specific purposes, including Indigenous education, transportation, staffing, and mandated programs. In a northern context, these constraints are further intensified by geographic distance, transportation costs, recruitment and retention challenges, and the critical role schools play as community hubs. Given these realities, Miiniwewinan emphasizes the importance of targeted investments that most directly support Indigenous student achievement, well-being, and cultural identity.

Strategic Plan Alignment: Belong, Succeed, Reconcile

Miiniwewinan recommends prioritizing investments that strengthen culturally responsive supports, relationships, and learning environments for Indigenous students, aligned with the Strategic Plan principles of Belong, Succeed, and Reconcile.

Continued and expanded funding for Indigenous language programs, land-based learning, and relationships with Elders and Knowledge Carriers is essential. These priorities affirm Indigenous identity, foster cultural pride, and create learning environments where Indigenous students see themselves reflected and valued. Funding to support increased collaboration with Indigenous communities, alongside the expansion of the roles Indigenous mentors and role models, will support students' sense of belonging and strengthen community partnerships. Sustained funding for Elders and Knowledge Carriers remains critical, particularly in light of potential school board governance changes. These relationships are foundational to reconciliation and meaningful engagement.

Miiniwewinan recommends dedicated funding for professional learning that continues to build capacity among all educators to implement the board's Indigenous Education Framework, ensuring that reconciliation is advanced system-wide, while creating inclusive environments where Indigenous students can belong and thrive.

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Student Achievement Plan Alignment: Literacy, Graduation Rates, Preparation for Future Success

To support Indigenous student achievement, Miiniwewinan recommends targeted investments that enhance wraparound supports, instructional capacity, and pathways to success, aligned with the Student Achievement Plan priorities.

Increased staffing dedicated to supporting Indigenous youth, including graduation coaches and school-based supports, directly contributes to improved engagement, attendance, and graduation rates. These roles provide consistent, culturally responsive guidance that supports both academic progress and well-being.

Ongoing training and professional learning for educators is essential to build capacity for effective Indigenous education practices, literacy and math instruction, and culturally responsive pedagogy. Highlighting and sharing positive outcomes system-wide reinforces effective practice and continuous improvement.

Funding for summer learning, land-based education, and community-connected programming supports leadership opportunities, literacy development, credit accumulation, and re-engagement for Indigenous students. These opportunities also build essential life skills and strengthen pathways to future success.

Collectively, the priorities that have been outlined address systemic barriers faced by Indigenous learners and provide sustained, evidence-informed supports that improve achievement, graduation outcomes, and long-term success.

Conclusion

Within the context of significant fiscal constraints and limited discretionary funding, Miiniwewinan: Indigenous Education Advisory Committee emphasizes that investments in culturally responsive programming, staffing, and community partnerships represent high-impact strategies that directly support Indigenous student success. Miiniwewinan respectfully requests that these priorities be considered essential to ensuring Indigenous students can belong, succeed, and graduate with strong cultural identity, academic skills, and confidence in their future pathways.

Respectfully submitted,

Serena Essex
Heather Harris
Miiniwewinan: Indigenous Education Advisory Committee

Lakehead Ontario Principals' Council

Presentation to Budget Committee

Lakehead District School Board April 7, 2026

1.0 Background

1.1 Lakehead District School Board Elementary and Secondary Principals and Vice-Principals appreciate having an opportunity to provide input as part of the budget process to ensure the best possible education for our students.

1.2 The Ontario Principals' Council (OPC) is the professional association representing more than 5,400 Principals and Vice-Principals in Ontario's public elementary and secondary schools.

1.3 Lakehead OPC is the local professional association representing approximately 40 Principals and Vice-Principals in Lakehead's public elementary and secondary schools.

1.4 The Lakehead OPC Budget Submission is aligned with the initiatives of the Lakehead District School Board's Strategic Plan, Board Student Achievement Plan and School Student Achievement Plan.

2.0 Achievement, Student Safety, and Well-Being are Our Priorities

2.1 Ensuring student safety and well-being is essential for their success. Lakehead Public Schools Principals and Vice-Principals oversee daily school operations and work with families, staff, and communities to create safe, inclusive, and positive learning environments.

2.2 We aim for every child to feel they belong and to become successful, healthy, and responsible citizens, ready for a changing and uncertain world. To achieve this, we must work to guide instructional practices and support students' mental health and well-being despite reduced support and complex challenges.

3.0 Views on the 2026-27 Budget

The Budget Committee has requested input to prioritize financial resources to support the Board's Strategic Plan principles of Belong, Succeed, and Reconcile and to support student achievement in the areas of Literacy, Mathematics, Graduation Rates, and Preparation for Future Success. To achieve these goals, school administrators need support.

LOPC has identified the following specific funding priorities in the following areas:

1. Strategic Plan Alignment

To uphold the Board’s commitment to *Belong, Succeed, and Reconcile*, administrators identify **enhanced administrator staffing**—particularly within the elementary panel—as an essential budget priority. Strengthening school level leadership is critical to meeting the rising mental health and wellbeing needs of students and ensuring safe, inclusive learning environments.

Increased administrator allotment would provide necessary capacity in several key areas, including:

- **Timely response to mental health, behavioural, and crisis situations**, ensuring student safety and minimizing disruptions to learning.
- **More consistent support for students with complex special education needs**, including case management, parent communication, and coordination with external agencies.
- **Improved supervision and management of challenging environments**, such as high needs classrooms, hallways, and shared spaces.
- **Enhanced instructional leadership**, allowing administrators to actively support literacy, numeracy, and equity-based initiatives across classrooms.
- **Stronger relationship building with families and community partners**, particularly for students requiring wraparound support.
- **Increased capacity to lead equity, inclusion, and Indigenous education commitments**, ensuring all students see themselves reflected in their school community.
- **More time for staff support, coaching, and professional learning**, improving school climate and instructional consistency.

2. Student Achievement Plan Alignment

To strengthen systemwide student achievement in Literacy and Mathematics from Kindergarten through Grade 12, the Lakehead OPC recommends that the enhancement of school-based intervention coaches in Literacy and Mathematics be identified as a budget priority for the upcoming school year.

Intervention Coaches would provide critical support in the following areas:

- **Early Identification and Tiered Intervention:**
Implementing universal screening tools, supporting early intervention, and assisting schools in delivering responsive Tier 1 and Tier 2 instruction grounded in evidence-based practices.

- **Instructional Coaching for Educators:**
Providing ongoing professional learning that strengthens teacher practice in decoding, reading comprehension, writing, numeracy foundations, problem solving, and math fluency.
- **Data Driven Decision Making:**
Supporting educators and school teams in analyzing classroom, school, and system data to plan targeted interventions and measure the impact of instructional strategies over time.
- **Cross Divisional Alignment (K–12):**
Ensuring continuity of instructional approaches across grades, smoothing transitions between panels, and creating consistent expectations and practices from early years through secondary.
- **Support for High Needs Learners:**
Assisting with small group and individualized interventions for students experiencing significant gaps in literacy or numeracy, helping to reduce the number of learners performing below grade level.
- **Strengthening Implementation of Ministry Guidance:**
Building teacher capacity to implement the Ministry’s Literacy and Math curriculum expectations, including structured literacy and fundamental math skills and preparation for EQAO testing.

Conclusion

On behalf of our elementary and secondary Principals and Vice-Principals, but most importantly our staff and students, we thank you for your consideration of the above recommendations, based on information gathered from our colleagues and reviewed by the LOPC Executive. As always, we are pleased to meet at any time to further explain or discuss any of the items in our presentation, and we welcome your questions and comments this evening. We are proud to be part of the Lakehead District School Board. We are dedicated to our leadership roles in our school communities and are committed to the success of every student.

Respectfully submitted on behalf of Lakehead OPC,

Nikki Marks
Co-President, Lakehead OPC
Principal, Sherbrooke Public School

Meghan Smelow
Co-President, Lakehead OPC
Vice-Principal, Westgate C.V.I.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION



DISTRICT 6A THUNDER BAY
233 South Court Street
Suite 8, Lower Level
Thunder Bay, ON P7B 2X9
(807) 623-7562/ Fax: (807) 623-3671

March 26, 2026

OSSTF Teachers Bargaining Unit Budget Input Submission for the 2026-2027 School Year-April 7, 2026

Strategic Plan

With recognition of the growing fiscal restraints of budgeting in Ontario education, it is still impossible to identify a single budgeting priority that best supports the strategic plan; rather, they are interconnected priorities that all support student success. When considering all principles of the strategic plan, we must recognize that much of the work is driven by our educators. For students to feel a sense of belonging in schools, so must staff feel this. Thus, prioritization of safety from violence and mental health supports for our educators are critical. Mentally healthy adults are better equipped to support students. Additional support and PD for teachers to understand what high expectations are and how to scaffold students to meet and exceed these expectations is a priority. Further, the plan discusses the ability to build and support digital literacy; this is a continually changing world, and educators need education to keep up. Prioritizing time for effective PD is critical. For this PD to have value, it cannot be another thing on an already full plate. Professional development for staff, which also recognizes their own lived experience, is crucial. For staff themselves, who are members of marginalized groups, PD must be responsively provided to staff, just as we would be expected to provide it to students. Occasional teachers, who are included in the school community, should be additionally compensated for learning how to support these principles in our schools.


Pillars

Again, to reduce it to a single priority in the area of student achievement is not possible. With that said, one of the most pressing issues is class caps and class overages. Grade 9 sets the foundation for future success, and yet, Grade 9 de-streamed classrooms with up to 32 students (without going over existing caps) present a challenge for educators who are managing extremely diverse learning needs in classrooms that are at their physical capacity. Historically marginalized students, including Indigenous students and students with special education needs (specifically those entering grade 9 well below grade level) are not able to receive the additional support from the educator for many reasons, including the time constraints and physical classroom limitations that reduce the number of teacher/student contacts possible in a period. Additionally, with the priorities of math and literacy in mind, as well as the increasing reporting in data, as well as in progress monitoring, educators need increased professional development in these areas, to support their ability to support students in building their literacy and numeracy skills. These skills, when established in Intermediate students, support graduation rates and future successes. Only training current classroom teachers continues to be a short-sighted approach, particularly with our current demographics, and paid PD for occasional

teachers, specifically those likely to get LTOs or future contractual periods, proactively supports students. One of the top indicators of student success is teacher efficacy, and purposeful and meaningful support of educators supports our students.

I look forward to speaking with you about these emerging topics at your convenience,

John Delorey

A handwritten signature in black ink that reads "John Delorey". The signature is written in a cursive style with a large initial "J".

Teachers/Occasional Teachers Bargaining Unit President

District 6A Thunder Bay



Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay ON
P7E 5T2
Telephone (807) 625-5131
Fax (807) 622-0961

March 25, 2026

Mr. Scottie Wemigwans, Chair
Finance Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, ON P7E 5T2

Dear Chair Wemigwans:

The Parent Involvement Committee (PIC) appreciates the opportunity to contribute to the Lakehead District School Board's 2026-2027 operating budget process. As long-standing volunteers, PIC members have seen firsthand the dedication of LDSB staff and educators to student well-being, and we value the strong partnership between parents and the Board.

The Parent Involvement Committee's mandate is to enhance student achievement and well-being by promoting meaningful parent engagement. In alignment with Ontario's Parent Engagement Policy, our committee supports diverse opportunities for parent learning, networking, and involvement. Recognizing that families have varied backgrounds and needs, PIC collaborates with the Special Education Advisory Committee and the Miiniwewinan: Indigenous Education Advisory Committee to strengthen inclusive parent participation.

Parent engagement remains our central focus with continued awareness efforts, training opportunities, and communication initiatives, as they help reinforce the importance of family involvement in student learning. We also strongly support mental health, well-being, and inclusive learning environments, recognizing these are essential foundations for student success especially during times of fiscal constraint.

Our priorities align with Lakehead District School Board's 2025-2029 Education Strategic Plan and Preparation for Future Success as follows:

- **Belong:** Support mental health, well-being, and safe, inclusive learning environments.
- **Reconcile:** Maintain funding for Kingfisher Outdoor Education Centre to ensure land-based learning.
- **Succeed:** Strengthen parent engagement through events, resources, and initiatives.

Thank you for your time and consideration.

Sincerely,

Robin Cawlishaw, Chair
Parent Involvement Committee
/cj

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Ontario Secondary School Teachers'
Federation
Student Support Professionals



Submission to
Lakehead Public Schools
2026-2027 Budget Input Session
April 4th, 2026

Kari Simpson
Jennifer Sinfield
Carlos Santander-Maturana
Lisa Mongrain
Renee Furlotte
Kim Hoogsteen
Sharon Bleakney

Student Support Professional Budget Deputation 2026-2027

Trustee Scottie Wemigwans
Chair, Budget Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, ON P7E 5T2

Dear Chair,

On behalf of the OSSTF Student Support Professional Bargaining Unit, we thank the Trustees for the opportunity to participate in this year's budget process. We value the opportunity to share the unique needs and realities of SSPs in our schools.

The Board's Strategic Action Plan, *Belong, Succeed, Reconcile*, along with the *Student Achievement Plan*, provides a strong framework for guiding priorities and decision-making. For SSPs, these priorities are directly connected to both the quality of student support and the working conditions required to perform our roles effectively.

We recognize the current fiscal challenges facing the education system and appreciate the efforts of Trustees and senior administration to balance these pressures while maintaining a focus on student success. Within this context, we respectfully bring forward the following priority.

Access to Technology

Student Support Professionals play a critical role in supporting students with diverse and complex needs, and our work increasingly depends on consistent access to technology. SSPs are required to complete mandatory online training, support computer-based learning, document student progress, and adapt resources to meet individual needs.

While laptops were distributed to schools in 2022 and 2023, access remains limited, with fewer than 50% of SSPs having a dedicated device. This creates barriers to efficiency, consistency, and the overall quality of support provided to students.

We respectfully request that the Board allocate funding to ensure every full-time SSP is provided with a board-issued laptop. Reliable access to technology would enhance our ability to plan, differentiate, and deliver consistent, high-quality support. It would also enable effective implementation of accommodations, use of assistive technology, real-time progress monitoring, and increased instructional time.

Dedicated devices allow SSPs to more effectively adapt materials, embed supports, and provide alternative ways for students to demonstrate learning. Consistent access to tools such as text-to-speech and speech-to-text reduces barriers and supports full student participation.

This request aligns with the Board's *Belong, Succeed, Reconcile* priorities by promoting equitable access, fostering inclusive learning environments, and addressing systemic barriers. It also supports the Student Achievement Plan by strengthening student engagement, independence, and achievement which leads to improved outcomes in literacy, mathematics, graduation rates, and preparation for future success.

Equipping SSPs with the necessary tools ultimately enhances the support we provide, ensuring all students, particularly those with diverse needs have equitable access to learning and the opportunity to succeed.

Thank you,

Student Support Professional Bargaining Unit
Ontario Secondary School Teachers' Federation
District 6a Thunder Bay



Lakehead Elementary Occasional Teachers' Local

c/o Leah Nix

410 Agate Bay, Thunder Bay, ON P7C 1T5

Cell: 807-472-8132 Email: leah_nix@hotmail.com

The Chair and Members of the Lakehead District School Board;

1. What budget priority would best support the Board's Strategic Plan principles of *Belong, Succeed, and Reconcile*?

A budget priority that strongly advances the Board's Strategic Plan principles of Belong, Succeed, and Reconcile is investing in equitable, reliable technology for Occasional Teachers.

Occasional Teachers are essential to maintaining instructional continuity and safe, orderly classrooms. Providing them with outdated or unreliable devices creates inequity within the schools and undermines the Board's commitment to belonging and fairness. Ensuring that OTs have access to the same quality of instructional tools as permanent staff affirms their professional role and supports consistent student experiences.

From a system perspective, reliable technology enables OTs to deliver instruction effectively, complete attendance and safety-related tasks promptly, and minimize disruptions to learning. Addressing the reassignment of inadequate devices also reflects reconciliation principles by correcting a structural inequity rather than redistributing insufficiency.

This targeted investment represents responsible stewardship: a relatively modest expenditure that reinforces inclusion, instructional effectiveness, and equitable access to essential resources across schools.

2. What budget priority would best support student learning in Literacy, Math, Graduation, and Future Success?

Providing reliable and up-to-date technology for Occasional Teachers is an important budget priority that helps students succeed.

In elementary classrooms, literacy and math lessons often use digital tools such as slides, videos, and interactive activities. When Occasional Teachers are given slow or unreliable devices, sometimes lessons take longer to start or are inaccessible and learning time is lost. This can make it harder for students to stay focused and lesson comprehension can be compromised.

When a regular teacher is away, students need consistent instruction to continue learning. This is especially important during longer absences. If lessons are interrupted often, some students—especially those who already struggle—can become disengaged and fall further behind.

Ensuring Occasional Teachers have dependable technology supports student learning, fairness, and success for all.

Respectfully submitted,

Leah Nix

President, ETFO Lakehead OT Local

Summary of Lakehead District School Board Feedback Survey Results 2026-2027 Budget Input (Public & School Council)

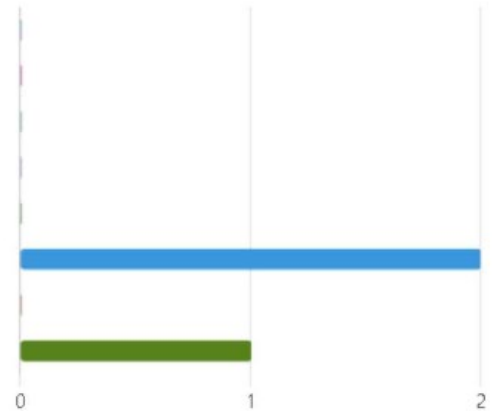
Responses Overview

Responses

3

1. About You (Optional): What is your connection to the school board?

| | |
|--------------------|---|
| ● Parent/Guardian | 0 |
| ● Student | 0 |
| ● Staff Member | 0 |
| ● Community Member | 0 |
| ● Trustee | 0 |
| ● School Council | 2 |
| ● Parent Council | 0 |
| ● Other | 1 |



2. If response to question one is "Other", please specify:

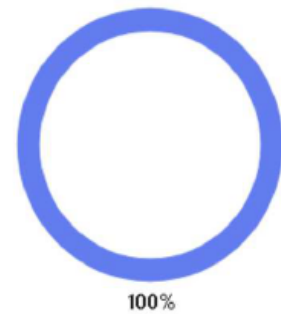
1

Responses

Latest Responses
"Parent, school council and staff"

3. Which School Community are you connected to?

| | |
|------------------|---|
| ● Elementary | 3 |
| ● Secondary | 0 |
| ● Both | 0 |
| ● Not Applicable | 0 |



Lakehead District School Board Feedback Survey Results for 2026-2027 Budget Input (Public & School Council) - Detailed

| About You (Optional): What is your connection to the school board? | Which School Community are you connected to? | Strategic Plan Alignment : What budget priority would best support the Board’s Strategic Plan principles of Belong, Succeed, and Reconcile? | Student Achievement Plan Alignment: What budget priority would most effectively support student achievement in one or more of the following areas: Literacy, Mathematics, Graduation Rates and/or Preparation for Future Success? |
|--------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent, school council and staff | Elementary | Increasing support staff in classrooms is critical for the success of all students. Teachers cannot meet all students needs when some require significant time and attention to function well in the class. SSPs are spread so thin that students who need them scrape by instead of thrive. | Prioritizing the removal of lead in water fixtures is critical for the success of every student in the board. Ont government requirements are outdated and don’t work to ensure drinking water free of lead in our schools. The board can choose better by voluntarily adopting the federal guideline for lead levels that is half of what the province allows. Lead levels lower than the provincial acceptable limit are known to cause permanent cognitive impairments and lowered IQ as stated by Health Canada. Capital expenditures should focus on permanent removal of lead in school drinking water. |
| School Council | Elementary | Invest in safe, welcoming learning and work environments (e.g., accessibility improvements, community-building programs) | Student success and mentorship programs to identify at-risk students early. |
| School Council | Elementary | To support the Board’s Strategic Plan principles, priority should be given to the following: Belong/Succeed: Recognition of the need for full time Guidance Counsellors in our schools. This will support and foster student achievement in identifying and working towards academic, social and emotional goals and overall mental wellness. Full time Guidance Counsellor support in our schools would also increase an overall positive school climate fostering wellness and inclusivity through programming that would support all students. Board consideration into funding priorities for School Environment Enhancements to include calming corners and sensory spaces for both special needs and all classrooms to offer spaces for students to continue to grow and support the emotional regulation and well-being of all students. Consideration for outdoor gardening spaces with seating would also promote mental wellness of students and staff. | Budget priority should be given to the following in line with Equity Based Funding Supports: Literacy/Mathematics: Student’s future success as well as student literacy and numeracy skills and development would benefit from funding to develop take home reading and math kits that would support the home-school connection through games and resources. Preparation for Future Success: Consideration for funding increases needed to remove barriers to student participation, including , outing subsidies, funding for school supplies and classroom resources. Increasing funding to support the purchase of classroom technology and laptops for all Junior and Intermediate students. Full time Guidance Counsellors in our schools falls under priority being given to Preparation for Future Success in supporting our students in prioritizing and realizing their goals in academics, as well as social and emotional well-being. |

LAKEHEAD DISTRICT SCHOOL BOARD
MINUTES OF FINANCE COMMITTEE – Public Session

Board Room / Microsoft Teams
Jim McCuaig Education Centre

2026 FEB 3
6:30 p.m.

TRUSTEES PRESENT:

Scottie Wemigwans (Chair-virtual)
Ron Oikonen (virtual)
Patricia Johansen
Donica LeBlanc (virtual)

George Saarinen (Vice Chair-virtual)
Trudy Tuchenhagen
Leah Vanderwey
Ellen Chambers (virtual)

TRUSTEES ABSENT WITH REGRETS:

Ryan Sitch

SENIOR ADMINISTRATION PRESENT:

Sherri-Lynne Pharand, Director of Education
Kirsti Alaksa, Superintendent of Business
Heather Harris, Superintendent of Education
Patti-Jo Pesola, Superintendent of Education
Michelle Probizanski, Superintendent of Education
Jane Lower, Superintendent of Education

SENIOR ADMINISTRATION ABSENT WITH REGRETS:

RESOURCE:

Angela Lee-Wiwcharyk, Manager of Financial Services
Simona Serrao, Executive Secretary

PUBLIC SESSION:

1. **Call to Order**

Trustee Vanderwey called the meeting to order at 6:30 p.m. and informed the committee of being the designate for the Chair, Trustee Wemigwans in his absence.

2. **Disclosure of Conflict of Interest**

None disclosed.

3. **Approval of the Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT the Agenda for the Finance Committee Meeting of February 3, 2026, be approved.”

CARRIED

4. Land Acknowledgement

Kirsti Alaksa, Superintendent of Business, acknowledged the lands and traditional territory.

5. Delegations/Presentations

There were no delegations or presentations.

6. Approval of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee LeBlanc

“THAT the Finance Committee approve the Minutes of the Finance Committee Meeting – Public Session, December 9, 2025.”

CARRIED

7. Information Reports

7.1 Interim Financial Information – January 22, 2026 (014-26)

Kirsti Alaksa, Superintendent of Business and Angela Lee-Wiwcharyk, Manager of Financial Services presented the report.

All trustees' questions were addressed.

7.2 Preliminary Analysis 2026-2027 Budget (015-26)

Kirsti Alaksa, Superintendent of Business presented the report.

All trustees' questions were addressed.

8. New Reports

There were no new reports.

9. Unfinished Business and General Orders – N/A

10. Announcements

- Kirsti Alaksa, Superintendent of Business presented the draft 2026-2027 Budget Deputation Invitation Letter for Unions and Committees. Simona Serrao, Executive Secretary, will share the electronic version of the letter with the Finance Committee members.

11. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT we do now adjourn at 6:56 p.m.”

CARRIED