

REGULAR BOARD MEETING
Tuesday, April 28, 2026
Jim McCuaig Education Centre

Sherri-Lynne Pharand
Director of Education

Leah Vanderwey
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – 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	
4. RESOLVE INTO COMMITTEE OF THE WHOLE – CLOSED SESSION		
<u>5. COMMITTEE OF THE WHOLE – CLOSED SESSION – 6:45 p.m. (SEE ATTACHED AGENDA)</u>		
6. REPORT OF COMMITTEE OF THE WHOLE – CLOSED SESSION		
7. LAND ACKNOWLEDGEMENT	E. Chambers	
8. CONSENT AGENDA	L. Vanderwey	
8.1 Approval of Minutes Regular Board Meeting – March 24, 2026		1-5
8.2 Recommendations from the Board Advisory Committee (046-26)	D. LeBlanc	6-13

		<u>Resource Person</u>	<u>Pages</u>
9.	DELEGATIONS/PRESENTATIONS		
9.1	Celebrating Student Achievement – École Gron Morgan Targeted Tier 2 Supports: Meeting Student Needs at École Gron Morgan Public School	H. Harris	14-18
10.	REPORTS		
10.1	Director's Reports		
10.1.1	Belong		
	10.1.1.1 Student Climate Survey (037-26)	M. Probizanski	19-24
10.1.2	Succeed		
10.1.3	Reconcile		
	10.1.3.1 Indigenous Education Report (041-26)	H. Harris	25-28
10.1.4	Other		
	10.1.4.1 By-Law No. 128 – 2026 Municipal Election – Alternative Voting Methods for Elections (042-26)	K. Alaksa	29-31
10.2	Chair's Reports – N/A		
10.3	Student/Indigenous Student Trustee Reports		
10.3.1	Student Trustee April Report	B. Bruce	Handout
10.3.2	Indigenous Student Trustee April Report	E. Genno	Handout
10.4	Reports of Standing Committees		
10.4.1	Recommendations from the Coordinating Committee – Ontario Public School Board's Association Voting Delegate and Alternate Voting Delegate Nomination (049-26)	L. Vanderwey	32-33
10.4.2	Miiniwewinan: Indigenous Education Advisory Committee Minutes – November 27, 2025	H. Harris	34-36

		<u>Resource Person</u>	<u>Pages</u>
10.4.3	Miiniwewinan: Indigenous Education Advisory Committee Minutes – February 26, 2026	H. Harris	37-39
10.4.4	Special Education Advisory Committee Minutes – March 26, 2026	M. Probizanski	40-44
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 – N/A		
12.	SPECIAL ORDERS – N/A		
13.	UNFINISHED BUSINESS AND GENERAL ORDERS – N/A		
14.	NOTICE OF MOTIONS – N/A		
15.	ANNOUNCEMENTS	Chair	Verbal
16.	ADJOURNMENT	Chair	Verbal

REGULAR BOARD MEETING

**Tuesday, April 28, 2026
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 – Minutes – February 24, 2026	L. Vanderwey	1-2
5.2 Consideration of Reports		
5.2.1 Personnel Matter	L. Vanderwey	Verbal
5.3 Information and Inquires		
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

2026 MAR 24
7:30 p.m.

TRUSTEES PRESENT:

Leah Vanderwey (Chair)
Ellen Chambers
Pat Johansen
Donica LeBlanc
Ron Oikonen

George Saarinen (virtual)
Ryan Sitch
Trudy Tuchenhagen
Breanna Bruce (Student Trustee)
Eryn Genno (Indigenous Student Trustee)

ABSENT WITH REGRETS:

Scottie Wemigwans (Indigenous Trustee)

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
Heather Harris, Superintendent of Education: Child Care & Elementary Education
Jane Lower, Superintendent of Education
Patti-Jo Pesola-Brunton, Superintendent of Education: Math Lead
Michelle Probizanski, Superintendent of Education
Kirsti Alaksa, Superintendent of Business

PUBLIC SESSION:

1. **Call to Order**

Meeting called to order by Chair Vanderwey at 7:32 p.m.

2. **Disclosure of Conflict of Interest – None**

3. **Approval of Agenda**

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

“THAT the Agenda for Regular Board Meeting, March 24, 2026, be approved.”

CARRIED

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

COMMITTEE OF THE WHOLE – CLOSED SESSION – N/A

5. Committee of the Whole – Closed Session – N/A

PUBLIC SESSION – 7:30 P.M.

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

7. Land Acknowledgement

Trustee Johansen read the Land Acknowledgement.

8. Consent Agenda

Moved by Trustee LeBlanc

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the consent agenda, item 8.1 as presented.”

CARRIED

9. Delegations/ Presentations – N/A

10. Reports

10.1 Director’s Reports

10.1.1 Belong – N/A

10.1.2 Succeed

10.1.2.1 Math Achievement Action Plan (026-26)

Patti-Jo Pesola-Brunton, Superintendent of Education: Math Lead, presented the report. All trustees’ questions were addressed.

10.1.3 Reconcile – N/A

10.1.4 Other

10.1.4.1 Bus Transportation Update/Final Costs 2025-2026 (018-26)

Kirsti Alaksa, Superintendent of Business, introduced Craig Murphy, Consortium Manager, Student Transportation Services of Thunder Bay, who presented the report. All trustees’ questions were addressed.

10.1.4.2 2026 Municipal Election – Trustee Determination and Distribution (027-26)

Moved by Trustee Saarinen Seconded by Trustee Chambers

“THAT for the 2026 municipal election, Lakehead District School Board:

1. *Declare that a low population area not be designated.*
2. *Select option 4.2 (maintain the number of trustees at eight)of Report No. 027-26, consideration for the 2026 municipal election.”*

CARRIED

10.1.4.3 Policy Review – 2010 Policy Review and Development (028-26)

Moved by Trustee Sitch Seconded by Trustee LeBlanc

“THAT Lakehead District School Board approve the review of the 2010 Policy Development and Review Policy, as indicated in Report No. 028-26 and update any other LDSB policies where the 2010 Policy Development and Review Policy is referenced.”

CARRIED

10.2 Chairs Reports – N/A

10.3 Student/Indigenous Student Trustee Reports

10.3.1 Indigenous Student Trustee March Report (Handout)

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

- attending the Miiniwewinan: Indigenous Education Advisory Committee Meeting on February 26, 2026, where she provided the committee members a brief overview of her work as Indigenous student trustee over the past couple months.

All trustees' questions were addressed.

10.3.2 Student Trustee March Report (Handout)

Breanna Bruce, Student Trustee, presented her March report to the Board. Items addressed in the report included:

- a mentor meeting with Trustee Saarinen and Indigenous Student Trustee Genno;
- engaged with Ontario Student Trustees through a group chat to discuss current issues related to educational governance in Ontario;
- drafting a document for a potential outreach event for student trustees in Northern Ontario; and
- responding to an inquiry made by Possibility Seeds requesting further clarification on how their program engages students in promoting equity and inclusion in hopes of bringing their program to students in Thunder Bay, she stated she plans to keep the Board updated on this as she obtains more information.

All trustees' questions were addressed.

10.4 Reports of Standing Committees

10.4.1 Miiniwewinan: Indigenous Education Advisory Committee Minutes – October 2, 2026

Heather Harris, Superintendent of Education, presented the minutes. All questions from trustees were addressed.

10.4.2 Parent Involvement Committee Minutes – November 17, 2025

Sherri-Lynne Pharand, Director of Education, presented the minutes. There were no questions from trustees.

10.5 Reports of External Board or Agency Representation

10.5.1 Ontario Public School Boards' Association (OPSBA) Report

Trustee Sitch provided Board members with updates on the following items:

- on March 12, 2026, OPSBA's membership approved amendments to the OPSBA General By-Laws, revising the governance structure by changing the number of Board of Directors to 17-18 members and adjusting the Regional Council structures.
- the OPSBA voting delegate and alternate delegates for each member Board will remain unchanged;
- each region will have a Regional Chair and Vice-Chair serving on the Board of Directors for each region; and
- Trustee Saarinen attending the AGM as the representative for Lakehead District School Board.

All trustees' questions were addressed.

11. Reports of Special (Ad Hoc) Committees – N/A

12. Special Orders – N/A

13. Unfinished Business/ General Orders – N/A

14. Notices of Motion – N/A

15. Announcements

15.1 Chair Vanderwey inquired if any Board members had any announcements. The following announcements were made by Board members:

- Trustee Chambers provided members with an update from the communications committee on the correspondence that had been sent out by trustees to city councillors and a response from some of the councillors;
- Trustee Chambers also provided members with an update on an information session held on March 4, 2026, at the Waverley Resource Library and a virtual town hall with Lise Vaugeois on March 16, 2026;
- Trustee Vanderwey informed members that she had the pleasure of attending the elementary hockey tournament on March 3, 2026, and March 10, 2026, at the Fort William First Nations Arena;
- Director Pharand informed the trustees of the Ontario Federation of School Athletic Associations curling championships being held this week at the Port Arthur Curling Club and that Kelly will provide details via email should Board members wish to attend.

16. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we do now adjourn at 8:42 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 28
Report No. 046-26

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

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following recommendations were received at the Board Advisory Committee Meeting on February 10, 2026, and have been referred to the Board for approval. The recommendations are as follows:

REQUEST FOR ENDORSEMENT – PARENTS OF BLACK CHILDREN (036-26)

“THAT Lakehead District School Board approve the request for Lakehead District School Board’s endorsement of the request from the Parents of Black Children for the Ministry of Education to fund and implement the Dreams Delayed Action Plan as outlined in Report No. 036-26.”

POLICY REVIEW – 7030 HUMAN RIGHTS AND WORKPLACE HARASSMENT (031-26)

“THAT Lakehead District School Board approve 7030 Human Rights and Workplace Harassment Policy, Appendix A to Report No. 031-26.”

POLICY REVIEW – 1020 EQUITY AND INCLUSIVE EDUCATION POLICY (035-26)

“THAT Lakehead District School Board approve the review of the 1020 Equity and Inclusive Education Policy, as indicated in Report No. 035-26.”

Respectfully submitted,

DONICA LEBLANC
Chair, Board Advisory Committee

PERSONNEL & EMPLOYEE RELATIONS	7000
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

1. Rationale

Lakehead District School Board (LDSB) is committed to providing a safe, equitable and respectful working and learning environment. Lakehead District School Board promotes and supports the human rights of all individuals, as well as values equity and diversity. It is a shared responsibility across LDSB to foster a working and learning environment, where every individual is treated with respect.

2. Policy

It is the policy of LDSB to adhere to and uphold the Ontario Human Rights Code (the Code). Lakehead District School Board is committed to promoting a climate of understanding and mutual respect for each person. Harassment and discrimination based on the following grounds is prohibited:

- sex (includes pregnancy);
- race;
- ancestry;
- place of origin;
- colour;
- ethnic origin;
- citizenship;
- creed (religion);
- age;
- record of offences (in employment);
- marital status;
- family status;
- disability;
- sexual orientation;
- gender identity; and/or
- gender expression.

This policy also includes any new prohibited grounds that may be added to the Ontario Human Rights Code at a future date and prior to policy review. Additionally, the Board recognizes that discrimination may take different forms, including anti-Black racism and anti-Indigenous racism, which may require specific and intentional responses.

2.1 All LDSB students, employees/workers, trustees, and other users that work on or are invited on to LDSB premises, including prospective employees, volunteers, visitors, parents, guardians, and contractors, must adhere to and uphold the Code. Harassment and discrimination will not be tolerated or condoned.

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HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

- 2.2 Lakehead District School Board is committed to providing reasonable accommodation to fulfil obligations according to the Code. The Code also permits the creation of special programs at LDSB to address discrimination or inequality.
- 2.3 This policy also fulfills LDSB’s obligations to address workplace harassment according to the Occupational Health and Safety Act (OHSA).
- 2.4 Lakehead District School Board promotes a safe, equitable and respectful working and learning environment, and endeavours to prevent harassment, discrimination, and workplace harassment. Also, where necessary, LDSB will investigate and/or respond to incidents or complaints of harassment, discrimination, or workplace harassment.

3. Application and Scope

- 3.1 This policy addresses Code-based harassment and discrimination and it applies to all LDSB students, employees, trustees, and other users that work on or are invited on to LDSB premises including prospective employees, volunteers, visitors, parents/guardians/caregivers and contractors.

Actions will be consistently taken to address student behaviours that are contrary to this policy, provincial, LDSB and school codes of conduct according to the appropriate LDSB policy or procedure, such as the 8070 Safe Schools Systems Expectations Policy and 8071 Bullying Prevention and Intervention Policy.

- 3.2 This policy addresses workplace harassment; it applies to and protects all employees/workers. The policy covers workplace harassment from all sources including students, parents, guardians, trustees, volunteers, contractors, customers of LDSB, members of the public and other members of organizations not related to LDSB but who, nevertheless, work on, are invited on to LDSB premises, or utilize LDSB services.

4. Definitions

- 4.1 Discrimination

Discrimination means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Types of discrimination include systemic discrimination and poisoned environment. This includes forms of discrimination such as anti-Black racism, which may be systemic, historical, and embedded in institutional practices.

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4.2 Harassment

Harassment is defined as a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment can be based on age, disability, family status, marital status, creed, race, and ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship, and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy.

4.3 Student

Student is anyone regardless of age, who is enrolled in an educational program offered by LDSB.

4.4 Workplace Harassment

Workplace harassment means:

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or
- (b) workplace sexual harassment.

Workplace sexual harassment means:

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome; and/or
- (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

4.5 Worker or Employee

A worker or employee is any person included in the definition of “worker” under the OHS Act and includes all the LDSB employees. Worker is an employee who performs work or supplies services and includes a secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school Board that operates the school in which the student is enrolled.

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4.6 Complainant and Respondent

Complainant refers to the person who makes a complaint of harassment, discrimination, or workplace harassment according to this policy. Respondent refers to the person who has a complaint made against them under this policy.

4.7 Workplace

Workplace is defined as any land, premises, location, or thing at, upon or near where a worker works. It includes places where individuals perform work or work-related duties or functions. It includes all schools, offices, and facilities of LDSB. Work related functions include business trips, conferences, seminars, co-op placements, social and extra-curricular events that arise out of LDSB's involvement.

4.8 External Legal Counsel

Within this policy and procedure, external legal counsel refers to a lawyer or law firm which has not had a previous relationship with LDSB, the director of education, or any member of the Board of Trustees. The role of external counsel is to be neutral and free from any known bias which would prevent them from acting impartially.

5. Duties and Responsibilities

5.1 All persons at LDSB and interacting with LDSB are expected to engage in respectful conduct, adhere to and uphold this policy and will be held responsible for not following it.

5.1.1 All employees are responsible for contributing to a climate of understanding and mutual respect for each person.

5.1.1.1 Employees with supervisory authority at LDSB have additional responsibilities to:

- create and promote a safe, equitable and respectful working and learning environment that supports human rights; and
- act on observations or allegations of harassment, discrimination, or workplace harassment.

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5.1.1.2 Teachers have additional responsibilities to:

- foster learning environments that are safe, equitable and respectful that support human rights;
- respond to observations or allegations of harassment or discrimination; and
- refer or report observations or allegations of workplace harassment.

5.1.2 The Board of Trustees have responsibilities to:

- engage in respectful conduct;
- through governance, create and promote a safe, equitable and respectful learning and working environment that supports human rights;
- ensure the director of education acts in compliance with the 7030 Human Rights and Workplace Harassment Policy, the Ontario Human Rights Code, and the OHSA; and
- refer concerns and complaints of harassment, discrimination, or workplace harassment to the director of education or designate.

5.1.2.1 In the event of a complaint against the director of education, the chair of the Board of Trustees shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint. The chair shall bring the matter to the Board of Trustees.

5.2 The director of education is responsible for implementing this 7030 Human Rights and Workplace Harassment Policy and ensuring that it is reviewed annually in accordance with OHSA.

5.3 Lakehead District School Board takes incidents and complaints of harassment, discrimination, and workplace harassment seriously.

5.3.1 All persons are urged to express concerns and file complaints of harassment, discrimination, or workplace harassment according to this policy. Reprisal or retaliation against an individual who is seeking to claim or enforce their rights under this policy is prohibited.

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- 5.4 Lakehead District School Board will provide procedures to address incidents or complaints of harassment, discrimination, or workplace harassment. Complaints shall be dealt with in a fair and timely manner. All persons, including employees, shall cooperate so that LDSB can address incidents or complaints under this policy.
- 5.5 Any person reporting an incident or complaint of harassment, discrimination, or workplace harassment, who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law.
 - 5.5.1 Those with supervisory authority at LDSB or designates, who are involved with addressing an incident or complaint, will strive for confidentiality and will share information on a need-to-know basis to the extent necessary to protect employees, for actions such as investigation, follow-up, corrective action or as otherwise required by law.
 - 5.5.2 Unauthorized disclosure or violations of confidentiality, especially by those with supervisory authority, may be subject to remedial action or discipline, as outlined in Section 5.8.
- 5.6 If a complainant withdraws a complaint, LDSB may continue to act, if required.
- 5.7 If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
- 5.8 An employee found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.
- 5.9 Nothing in this policy precludes the employee from seeking support from their union, the Employee and Family Assistance Program, where available, or externally from the Human Rights Legal Support Centre or the police.

PERSONNEL & EMPLOYEE RELATIONS	7000
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

6. Review

This policy shall be reviewed annually in accordance with the Occupational Health and Safety Act, R.S.O. 1990, subsection 32.0.1(1).

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Workplace Harassment and Human Rights Procedures	April 19, 1994	Education Act
7040 Violence in the Workplace		Safe Schools Act
1020 Equity and Inclusive Education Faith and Creed Accommodation Guideline Appendix A		Ontario Human Rights Code
8070 Safe Schools, System Expectations		Occupational Health and Safety Act
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 120 – Reporting Violent Incidents
8072 Sexual Orientation and Gender Identity		Policy/Program Memorandum 128 – Provincial Code of Conduct & School Board Codes of Conduct
8075 Service Animals in Schools		
	<u>Date Revised</u>	
	June 22, 2004	
	April 22, 2008	
	April 23, 2013	
	November 24, 2020	
	February 27, 2024	
	April 22, 2025	
	April 28, 2026	



Celebrating Student Achievement

School: École Gron Morgan Public School

Title of Initiative: Targeted Tier 2 Supports: Meeting Student Needs at École Gron Morgan Public School

Presentation Team: Kali Santerre & Bronwyn Boden

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>At École Gron Morgan Public School, we are committed to ensuring that every student receives the support they need to succeed. For students who require additional support beyond Tier 1 classroom instruction, we have worked together as a school to refine Tier 2 interventions which focus on identifying and responding to the unique strengths and needs of our learners through targeted, evidence-based practices.</p> <p>Our work together emphasizes timely, responsive instruction in both literacy and numeracy. Through small group interventions, explicit instruction, and ongoing assessment, staff work collaboratively to provide additional support for students who require more than core instruction.</p> <p>Our school community has embraced a culture of shared responsibility, where educators continuously monitor progress, adjust instruction, and celebrate growth. This intentional approach ensures that students feel supported, capable, and empowered in their learning journey.</p>
<p>2. Rationale for selecting the initiative</p>	<p>Research supports the importance of targeted interventions in improving student outcomes, particularly for students who may not yet be meeting grade-level expectations.</p> <p><u>Tier 2 Interventions</u></p> <ul style="list-style-type: none"> • Targeted Support: Provides additional instruction tailored to specific student needs in literacy and numeracy; • Early Intervention: Addresses learning gaps before they widen, increasing the likelihood of long-term success; and

	<ul style="list-style-type: none"> • Responsive Instruction: Ongoing assessment allows educators to adjust teaching strategies to maximize impact. <p><u>Impact on Student Achievement</u></p> <ul style="list-style-type: none"> • improved skill development in foundational areas such as reading, writing, and mathematics; • increased confidence and engagement as students experience success; and • more equitable outcomes by ensuring all students receive the support they need. <p>By focusing on Tier 2 supports, we are strengthening our ability to meet diverse learning needs and improve overall student achievement.</p>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Improved Academic Achievement: Students receiving targeted support will demonstrate growth in literacy and numeracy skills.</p> <p>Increased Confidence: Students will build confidence as they experience success through scaffolded learning.</p> <p>Enhanced Engagement: Targeted instruction will lead to greater participation and investment in learning.</p> <p>Timely Identification of Needs: Ongoing assessment practices will ensure students are receiving explicit instruction that meets their needs and will indicate effectiveness of instructional strategies being used.</p> <p>Equitable Student Success: All students will have access to the supports necessary to reach their full potential.</p>
<p>4. Description of the data used</p>	<p>Our approach to Tier 2 interventions is informed by multiple sources of data, including:</p> <ul style="list-style-type: none"> • universal screening data; • classroom-based assessments and diagnostic tools; • report card data; • observational and anecdotal records from educators; • samples of student work demonstrating growth over time; and • attendance and engagement indicators.

	<p>These data sources allow us to track progress, identify trends, and make informed instructional decisions.</p>
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Targeted Small Group Instruction:</p> <ul style="list-style-type: none"> • focused literacy and numeracy groups based on specific student needs; and • large structured literacy and numeracy blocks. <p>Explicit Teaching Practices:</p> <ul style="list-style-type: none"> • clear learning goals and success criteria; • modeling, guided practice, and gradual release of responsibility; and • ongoing checks for understanding. <p>Progress Monitoring and Assessment:</p> <ul style="list-style-type: none"> • regular review of student data to adjust instruction; and • use of student work samples to inform next steps. <p>Collaborative Team Approach:</p> <ul style="list-style-type: none"> • educators working together to plan, implement, and refine interventions; and • shared responsibility for student success. <p>Use of Visual Evidence of Learning:</p> <ul style="list-style-type: none"> • photos and videos capturing students engaged in learning; and • documentation of instructional practices and student growth. <p>Student-Centered Learning Environment:</p> <ul style="list-style-type: none"> • instruction tailored to student strengths and needs; and • opportunities for students to reflect on their learning progress.
<p>6. One or two highlights of the above activities</p>	<p>One of the most powerful aspects of our collective work is the visible growth in student confidence and achievement. Through targeted small group instruction, students who once struggled are now actively engaged and demonstrating measurable progress.</p>

	<p>Another highlight is the collaborative effort of our staff. The consistency in instructional practices: such as explicit teaching and ongoing assessment, has created a cohesive and highly effective learning environment across the school.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>An unexpected outcome has been the increased sense of professional collaboration among staff. As educators worked together to implement Tier 2 supports, they naturally began sharing strategies, reflecting on practice, and learning from one another. Additionally, many students have shown increased independence and motivation, taking greater ownership of their learning as they begin to recognize their own progress.</p>
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>Consistency matters: When explicit instructional strategies are used consistently across classrooms, student outcomes improve significantly.</p> <p>Data must be actionable: Regularly reviewing and responding to data ensures that interventions remain effective and targeted.</p> <p>These findings highlight the importance of both strong instructional practices and a responsive, data-informed approach.</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Time and Scheduling: Coordinating intervention blocks within the school day can be challenging.</p> <p>Diversity in Student Needs: Students require different types and intensities of support, requiring flexibility in planning and a variety of resources.</p> <p>Capacity Building: Ensuring all staff feel confident and supported in delivering Tier 2 interventions.</p> <p>Despite these challenges, our ongoing collaboration and commitment continue to drive success.</p>
<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> • Enhanced Professional Learning: Continued focus on evidence-based instructional practices; • Refined Assessment Practices: Strengthening how we collect and use data to inform instruction; • Increased Use of Documentation: Expanding the use of photos, videos, and student work samples to capture learning and demonstrate growth over time; and

	<ul style="list-style-type: none"> • Sharing Our Learning: Creating opportunities (such as presentations and brochures) to highlight our work with the broader community.
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Our experience has shown that targeted, responsive instruction makes a meaningful difference in student learning. By having a shared focus on Tier 2 interventions, we are better able to meet students where they are and support their growth.</p> <p>Equally important is the dedication and collaboration of our staff. Their commitment to ongoing professional learning, combined with a shared belief in student success, has created a strong foundation for improved achievement.</p> <p>This work reinforces that when we align effective instruction with intentional support, all students have the opportunity to succeed.</p>

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 28
Report No. 037-26

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

RE: STUDENT CLIMATE SURVEY

1. Background

- 1.1 Lakehead District School Board's (LDSB) 2025-2029 Multi-Year Strategic Plan outlines the importance of providing educational environments where everyone belongs, through the guiding priority of Belong. This priority reflects a commitment to cultivating safe learning and work environments where everyone feels seen, valued, and connected, while supporting the mental health, resilience and well-being of students and staff.
- 1.2 The Education Act, S. 169.1 (2.1) outlines the Board's responsibility for student achievement and effective stewardship of resources. This includes the duty for every board to use surveys to collect information from its pupils and staff at least once every two years. The purpose is to promote a positive school climate that is inclusive and accepting of all pupils, and to promote the prevention of bullying.
- 1.3 In alignment with the strategic priorities of LDSB's Multi-Year Strategic Plan and the Education Act, S. 169.1 (2.1), LDSB delivered a school climate survey to its elementary students and staff and to its secondary students. This was done in partnership with COMPASS, University of Waterloo, and the Thunder Bay District Health Unit.

2. Situation

- 2.1 41% of eligible elementary students and 58% of secondary students participated in the school climate survey for the 2025-2026 school year. This report will highlight data that will help in the promotion of a positive school climate and the prevention of bullying.
- 2.2 Lakehead District School Board's existing climate and bullying prevention efforts aim to:
 - ensure students feel safe, accepted, and that they belong and feel connected to their school community;
 - reduce the frequency and impact of bullying behaviours;
 - increase and strengthen student trust in adults and school systems;
 - strengthen student help-seeking and bystander intervention; and
 - support engagement, attendance, and well-being.

2.3 At a system level, schools are engaged in:

- universal school climate and belonging practices that reinforce respect, fairness, and inclusion;
- bullying prevention and response approaches and frameworks aligned with provincial expectations;
- student voice and help-seeking supports, emphasizing trusted adults and peer connections, including leadership and peer-based initiatives;
- mental health and well-being supports, recognizing the link between climate, bullying, and attendance; and
- focused supervision and safety strategies in less structured spaces.

2.4 Elementary Data – School Climate and Bullying Prevention:

2.4.1 Student climate survey results indicate that most students experience school as safe, inclusive, and supportive, with strong access to trusted adults and peers. However, bullying remains a common experience, particularly verbal and social bullying, and student confidence in adult response and reporting remains mixed.

2.4.2 Strengths:

- 82% of students report their school is a safe place *most of the time or always*;
- 63% of students feel they belong at school *most of the time or always*;
- 94% of students report having at least one close friend at school;
- 77% of students report having a trusted adult at school;
- 94% have a trusted adult outside school; and
- high levels of acceptance are reported for:
 - race (94% most of the time/always); and
 - gender (93% most of the time/always).

These findings indicate strong protective factors related to relationships, inclusion, and perceived safety.

2.4.3 Areas of Concern:

- 77% of students report being bullied sometimes and 19% most of the time or always;
- 50% of students report seeing bullying most of the time or always;
- most common types of bullying experienced:
 - verbal bullying (46% monthly or more); and
 - social bullying (37% monthly or more);
- only 38% of students report that adults are helpful most of the time or always when bullying occurs;
- 49% report adults are never or sometimes helpful; and
- 61% of students report feeling unsafe in at least one school location, most commonly:
 - playground (13%);
 - washrooms (11%); and
 - school bus (10%).

2.4.4 Key Learnings – Elementary:

The data show that while relationships and inclusion are strengths, bullying remains normalized for many students, particularly verbal and social forms. A key learning is that feeling safe and having trusted adults does not always translate into confidence that bullying will be effectively addressed.

Contributing Factors to Success

- strong peer connections and access to trusted adults;
- high levels of acceptance related to identity (race, gender); and
- generally positive perceptions of school safety and fairness.

Barriers

- bullying occurs frequently in less structured spaces;
- limited student confidence in adult follow-through; and
- bystander responses often remain passive or informal, with only 13% reporting incidents to a school adult when bullying is observed.

Monitoring Focus Moving Forward (Board-Level)

- increasing the percentage of students who report that adults take effective action;
- reducing the proportion of students who experience frequent bullying;
- strengthening bystander-to-adult reporting pathways; and
- monitoring safety perceptions in identified hot-spot locations.

2.5 Secondary Data – School Climate and Bullying Prevention:

2.5.1 Student climate survey results indicate that most students feel safe, fairly treated, and connected to their schools. However, bullying continues to affect a significant proportion of students, and concerns related to belonging, absenteeism, and mental health intersect with students' experiences of safety and school climate.

2.5.2 Strengths:

- 84% of secondary students report they feel safe at school;
- 89% feel that teachers treat them fairly;
- 74% feel they are part of their school, an increase from 71% two years ago;
- 75% feel close to people at school, and 71% report feeling happy to be at their school; and
- bullying others is reported by 8% of students, below the Ontario average of 20%.

This data suggests that adult fairness, safety, and overall connectedness are important protective factors in secondary schools.

2.5.3 Areas of Concern:

- 21% of students report being bullied in the last 30 days (down from 26% two years ago, but still significant);
- most common forms of bullying:
 - verbal bullying (12%);
 - social bullying (7%); and
 - cyberbullying (6%);
- students report being bullied due to:
 - appearance/weight (12% combined); and
 - race, gender identity, or sexual orientation (7% combined);
- 21% of students who were absent report avoiding school because they felt unsafe or were avoiding bullying; and
- 55% of students report feeling unwelcome or uncomfortable at school for at least one reason, most commonly related to appearance, academic performance, or emotional challenges.

2.5.4 Key Learnings – Secondary:

The data show that while most secondary students feel safe and fairly treated, bullying remains a persistent issue, particularly verbal and social forms. A key learning is that school connectedness does not fully protect against bullying, and for some students, negative climate experiences are contributing to avoidance, absenteeism, and poorer well-being.

Contributing Factors to Success

- strong perceptions of fair treatment by staff;
- high overall levels of school safety;
- gradual improvement in sense of belonging over time; and
- lower rates of students reporting bullying others.

Barriers to Fully Attaining the Goal

- bullying tied to identity, appearance, and peer dynamics;
- cyber and social bullying extending beyond structured school spaces;
- a meaningful subgroup of students experiencing discomfort or exclusion, impacting attendance and engagement; and
- mental health stressors that may increase vulnerability to bullying and disengagement.

Monitoring Focus Moving Forward (Board-Level)

- continued reduction in the percentage of students reporting being bullied;
- monitoring the relationship between bullying, absenteeism, and mental health;
- strengthening belonging and inclusion for students reporting discomfort or exclusion; and
- tracking year-over-year trends in school connectedness and safety perceptions.

2.6 Additional Data

2.6.1 Elementary: Beyond climate and bullying, elementary student data point to several foundational well-being factors that affect readiness to learn. While most students report strong protective relationships:

- 94% have at least one close friend at school;
- 77% report having a trusted adult at school-basic needs;
- health indicators are more mixed;
- nearly one in five students report going to bed or school hungry sometimes or more often; and
- only 54% report feeling happy with their life most of the time or always.

Sleep and physical activity patterns suggest additional pressure points, with:

- only 54% of students getting eight or more hours of sleep per night; and
- just 38% reporting daily physical activity.

Taken together, the data highlights that while relational supports are a strength, student readiness to learn is influenced by broader wellness factors such as nutrition, sleep, and activity levels. This underscores the importance of continued attention to whole-child supports and community partnerships.

2.6.2 Secondary: Beyond school climate and bullying, secondary data highlight several well-being factors that have implications for student engagement and readiness to learn:

- majority of students report positive indicators, such as 60% meeting recommended sleep guidelines, and 73% meeting daily physical activity guidelines;
- mental health concerns are notable, with 31% of students reporting feeling lonely and 27% feeling depressed on most days in the previous week;
- substance use also emerges as an area for continued monitoring, with 17% reporting vaping and 15% reporting cannabis use in the past 30 days, both increasing with grade level; and
- attendance and engagement are also interconnected with well-being, as 21% of students who were absent reported avoiding school due to safety or bullying concerns, and 44% cited lack of interest or boredom.

Collectively, the reported data suggests that while many students are functioning well, a significant subset experience mental health stressors, disengagement, and risk behaviours that reinforce the importance of integrated, whole-school approaches to student well-being, mental health supports, and engagement strategies.

3. Next steps

- 3.1 Building on the student data, the Board will continue to advance a whole-child, prevention-focused approach that strengthens the conditions for learning across both elementary and secondary schools. Priorities will include supporting student well-being, engagement, and readiness to learn through coordinated efforts that address nutrition security, sleep, physical activity, and mental health. This includes sustained partnerships with community agencies, public health, and service providers to reduce barriers related to food insecurity, promote healthy routines, and enhance access to universal and targeted supports for students experiencing greater vulnerability.
- 3.2 At the same time, the Board will focus on strengthening protective factors within schools, including consistent access to trusted adults, student voice, and inclusive practices that foster connection and belonging across developmental stages. Attention will be given to monitoring trends related to student engagement, absenteeism, and well-being – particularly as students transition from elementary to secondary school – and using this evidence to guide resource allocation, capacity building, and continuous improvement. Progress will continue to be monitored through student survey data and other system indicators to assess impact and inform future decision-making.

CONCLUSION

The elementary and secondary student school climate data present a balanced picture of a system with strong relational foundations and areas requiring continued, focused attention. Students benefit from positive connections, access to supportive adults, and safe and inclusive learning environments; however, the data also underscores that well-being, engagement, and readiness to learn are influenced by broader factors such as mental health, nutrition, sleep, physical activity, and a sense of belonging – particularly as students progress through grades and transition to secondary school. This monitoring reinforces the importance of sustained, evidence-informed, whole-child approaches and cross-sector collaboration.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 28
Report No. 041-26

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

RE: INDIGENOUS EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) remains committed to supporting the success of every student by cultivating inclusive learning environments where each individual feels valued and connected. In partnership with Indigenous students, families, and communities, we continue to advance reconciliation through meaningful collaboration, ensuring educational experiences that promote both achievement and well-being.
- 1.2 Our work in Indigenous education continues to be guided by the truth-telling and reconciliation efforts outlined by the Truth and Reconciliation Commission of Canada. Grounded in the principles of relationality, relevance, respect, and responsibility, we remain committed to fostering learning environments that support a positive and inclusive future for all students and staff at Lakehead Public Schools.

2. Situation

- 2.1 Aligned with the Ministry of Education's board action plan, LDSB has a renewed focus on four priority areas: Supporting Students, Supporting Educators, Engagement and Awareness Building, and Supporting Indigenous Education Planning. These focus areas guide ongoing efforts to promote student achievement and well-being, build educator capacity, and expand understanding of Indigenous histories, perspectives, contributions, and ways of knowing across diverse learning environments.

This work is shaped through authentic relationships with Indigenous students, families, and community partners, and includes a continued emphasis on language revitalization, land-based learning, and culturally responsive practices. A key priority remains addressing disparities in achievement between self-identified Indigenous students and non-Indigenous students through responsive, targeted strategies that support the success of every learner.

- 2.2 Guided by the Calls to Action of the Truth and Reconciliation Commission of Canada, LDSB continues to prioritize Calls 53, 62, 63, and 65, recognizing their importance in shaping equitable and responsive public education.

3. Supporting Students

- 3.1 First Nations, Métis, and Inuit (FNMI) Student Support Workers (SSW) work in five elementary schools, providing holistic supports that foster academic achievement and well-being.
- 3.2 Through the Four Directions Program, Indigenous graduation coaches support self-identified Indigenous students across all secondary schools to promote engagement, success, and well-being.
- 3.3 Kendomang Zhagodenamnon Lodge (KZ Lodge), an alternative secondary program, continues in partnership with the Thunder Bay Indigenous Friendship Centre, supporting self-identified FNMI students at all three secondary schools.
- 3.4 Multiple transition supports are in place for Grade 8 students entering secondary school, including summer reach-ahead credits and career pathway opportunities such as the Indigenous Skilled Trades Training Program.
- 3.5 Indigenous student leadership remains a priority, with continued support for youth led and peer leadership opportunities based on student voice, as well as the growth of student leadership groups in each secondary school.
- 3.6 The integration of a Land-Based Learning Lead position has provided rich opportunities for students to engage in culturally grounded, land-based learning at both Kingfisher and within secondary science and geography courses. The focus remains on strengthening student connection, identity, and well-being.
- 3.7 Targeted literacy and mathematics interventions have been strengthened through the addition of new roles and focused support sessions, ensuring students receive timely, responsive instruction to build foundational skills, confidence, and close learning gaps.

4. Supporting Educators

- 4.1 Ongoing professional development opportunities are provided for educators and trustees to deepen understanding of Indigenous histories, cultures, and perspectives.
- 4.2 Targeted training and awareness sessions support the integration of Indigenous perspectives into classroom and school practices.
- 4.3 Program staff collaborate to design and deliver learning opportunities that build educator capacity and respond to student needs, supporting academic success, engagement, cultural safety and well-being.

5. Engagement and Awareness Building

- 5.1 Schools and system teams create space for Indigenous community partners to share knowledge, cultural teachings, and guidance.

- 5.2 Consistent exposure to the histories, cultures, perspectives, beauty and brilliance of Indigenous Peoples across grade levels, through our K- 12 Learning Continuum. Strong focus on building teacher confidence and responsibility through a gradual support model.
- 5.3 First Nations, Métis, and Inuit Studies and Native as a Second Language (NSL) courses are offered system-wide, with Ojibwe NSL available in six elementary schools.

6. Supporting Indigenous Education Planning

- 6.1 The Indigenous Cultural Safety Strategy has been developed and is rooted in the LDSB Indigenous Education Framework.
- 6.2 The Anishinaabemowin Revitalization initiative continues to advance, focusing on:
 - increasing educator capacity and fluency in Anishinaabemowin;
 - establishing a mentor-learner model to engage students;
 - developing family language nests and community-based opportunities to support language use in the home; and
 - supporting youth in building language leadership opportunities.

This work contributes to the long-term goal of collaborating with Indigenous partners to establish an Anishinaabemowin immersion program.

7. Next Steps

- 7.1 Continue to monitor and refine system programming and initiatives to maximize impact on Indigenous student achievement and well-being, ensuring both proactive and responsive approaches to student needs.
- 7.2 Implement the Indigenous Cultural Safety Strategy through a phased rollout, including targeted training for staff and opportunities to engage the broader school community in building culturally safe and responsive learning environments.
- 7.3 Strengthen system structures that support Indigenous students through key transition points, including pathways into and through secondary school and onward to post-secondary education, training, and employment.
- 7.4 Enhance collaborative opportunities across schools to connect FNMI student leaders, including increased gatherings that allow students to learn alongside one another, apply leadership skills, and share their learning within their home schools and communities.
- 7.5 Expand access to land-based learning for all students by moving beyond single experiences toward a continuum of learning that includes preparation, active engagement, and reflection, with intentional connections to language and Indigenous ways of knowing.

- 7.6 Continue to work in partnership with the Thunder Bay Indigenous Friendship Centre and system FNMI teams to strengthen consistency across programs such as KZ Lodge, fostering shared learning opportunities and ensuring academic rigour across all sites.
- 7.7 Embed Indigenous perspectives training within secondary schools to support educators in integrating Indigenous knowledge, perspectives, and ways of knowing into classroom practice.

CONCLUSION

Lakehead District School Board remains committed to intentional, responsive actions that support the achievement and well-being of self-identified First Nation, Métis, and Inuit students. By strengthening inclusive practices and deepening understanding of Indigenous perspectives across all schools, the Board continues to foster environments where students feel valued, supported, and empowered to succeed. This ongoing work reflects a clear commitment to creating space for cultural safety to exist, building trust within the community, and contributes to a strong and hopeful future for Indigenous learners.

Miigwech.

Respectfully submitted,

KALI BERNST
Principal of Indigenous Education and Program

JASMINE SGAMBELLURI
First Nations, Métis, and Inuit Education Resource Coordinator (K-12)

HEATHER HARRIS
Superintendent of Education

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 28
Report No. 042-26

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

RE: BY-LAW NO. 128 – 2026 MUNICIPAL ELECTION – ALTERNATIVE VOTING
METHODS FOR ELECTIONS

1. Background

- 1.1 Lakehead District School Board is responsible for conducting the election of trustees for the co-terminus school boards within the Province of Ontario localities (area without municipal organization).
- 1.2 Ontario Municipal Elections Act Section 42 states that the council of a local municipality may pass a by-law on or before May 1st in the year of the election to authorize:

“electors to use an alternative voting method, such as voting by mail or by telephone, that does not require electors to attend at a voting place in order to vote”.
- 1.3 As a result of By-Law number 121, *A by-law to provide for the use of alternative voting methods*, adopted by Lakehead District School Board at its Regular Board Meeting on April 26, 2022, the “vote by mail” alternative voting method was used for the 2022 trustee election.
- 1.4 Lakehead District School Board used the “vote by mail” alternative voting method for the past eight trustee elections.
- 1.5 The large geographic size of the school board jurisdiction and areas with low population density provide additional challenges to provide traditional in person election polls.
- 1.6 Administration has determined that the alternative voting method is more cost-effective and results in a greater level of participation than traditional methods.

2. Situation

- 2.1 The area without municipal organization for which the school board is responsible for conducting the municipal election is extensive and has a sparse population. As a result, the use of an alternative voting method is necessary to effectively conduct the trustee election. A new by-law must be passed to authorize the use of an alternative voting method for the 2026 municipal election.

RECOMMENDATION

It is recommended that:

1. Lakehead District School Board rescind By-Law No. 121 authorizing the use of an alternative voting method for the 2022 election of trustees.
2. Lakehead District School Board adopt By-Law No. 128, Alternative Voting Methods for Municipal Elections, authorizing the use of an alternative voting method for the 2026 election of trustees for the Province of Ontario localities – Auden, Armstrong, Collins, Ferland, Kashabowie and Lakehead (areas without municipal organization) as outlined in Appendix A of Report No. 042-26.

Respectfully submitted,

BRUCE SAUDER
Election Officer

KIRSTI ALASKA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

BY-LAW NO. 128
2026 MUNICIPAL ELECTION – ALTERNATIVE VOTING METHODS

A by-law to provide for the use of alternative voting methods for the election of trustees in the Province of Ontario localities – Auden, Armstrong, Collins, Ferland, Kashabowie and Lakehead (areas without municipal organization).

WHEREAS Section 42 of the ***Municipal Elections Act, S.O. 1996 Chapter 32*** provides that a municipal council may pass a by-law authorizing the use of alternative voting methods such as voting by mail or by telephone that does not require electors to attend a voting place in order to vote.

NOW THEREFORE, Lakehead District School Board of Thunder Bay, Ontario enacts the following:

The use of ***vote by mail***, as an alternative method, is hereby authorized in respect of the Municipal election to be held in 2026 and in subsequent elections.

This by-law shall come into force and take effect upon the final passing hereof.

READ, ENACTED AND MADE AS OF THE 28th day of April 2026.

Leah Vanderwey
Chair

Sherri-Lynne Pharand
Secretary

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 28
Report No. 049-26

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

RE: RECOMMENDATIONS FROM THE COORDINATING COMMITTEE – ONTARIO
PUBLIC SCHOOL BOARD'S ASSOCIATION VOTING DELEGATE AND ALTERNATE
VOTING DELEGATE NOMINATION

1. Background

At the April 21, 2026, Lakehead District School Board Coordinating Committee meeting, members requested nominations for the Ontario Public School Board's Association (OPSBA) voting delegate and alternate voting delegate be called at the April 28, 2026, Regular Board meeting in order to meet the submission deadline of May 6, 2026.

2. Situation

- 2.1 Under OPSBA's refreshed governance model, delegates from OPSBA Member Boards (school boards, school authorities, treatment school authorities) will continue to represent their Member Board at OPSBA's Annual and Special meetings of the membership and Regional Council Elections.
- 2.2 The Ontario Public School Board's Association delegates (or alternate delegates in the absence of the delegate) are the individuals who are eligible to vote on behalf of Member Boards at Regional Council meetings. Delegates and/or alternate delegates should plan to attend all Regional Council meetings (either in person or online) to ensure that their Member Board is formally represented, where applicable.
- 2.3 Regional Council Elections are scheduled at 8:30am ET on Saturday, June 6, 2026.

RECOMMENDATION

The Trustees' Coordinating Committee respectfully requests the adoption of the following motions as outlined in report No. 049-26:

1. "That Lakehead District School Board appoint Trustee _____ as the voting delegate for the remainder of the 2026 term of office; and
2. That Lakehead District School Board appoint Trustee _____ as the alternate voting delegate for the remainder of the 2026 term of office."

Respectfully submitted,

LEAH VANDERWEY
Chair

SHERRI-LYNNE PHARAND
Director of Education



**MIIKWEWINAN
INDIGENOUS EDUCATION ADVISORY COMMITTEE MINUTES**

DATE: Thursday, November 27, 2025 – 9:00 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

CO-CHAIR: Heather Harris

MEMBERS PRESENT: Kathy Beardy, Elliott Cromarty, Elder Sheila DeCorte, Trustee Pat Johansen, Elder Gerry Martin, Grant Robbins, Elder Melissa Roberts, Angelina Tassone, Morning Star Tom

ALTERNATES: Dinah Jung, Loretta Sky

RESOURCES: Kali Bernst, Anika Guthrie, Jane Lower, Cedar Meeseetawageesic, Student Representative, Kyra Visitor, Student Representative

GUESTS: Rachel Kakegamic, Romaine Mitchell

ABSENT WITH REGRETS: Kathleen Andrews, Trustee, Sheri Boucher, Ellen Chambers (Alternate), Serena Essex, Erin Genno, Indigenous Student Trustee, Anthony Jeethan, Anna Fern Kakegamic, Akansha Kaur, Cheryl King-Zewiec, Dave Paddington, Jasmine Sgambelluri, Trustee Trudy Tuohenhagen (Alternate), Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Indigenous Trustee Scottie Wemigwans

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening	Elder Gerry Martin opened the meeting.	Elder Gerry Martin
2.	2.1 Land Acknowledgement	Co-chair Heather Harris acknowledged the lands and traditional territory.	Heather Harris
	2.2 Welcome and Introductions	Co-chair Heather Harris welcomed everyone to the meeting and had all members introduce themselves.	Heather Harris

AGENDA ITEM	DISCUSSION	ACTION
3. Agenda and Minutes		
3.1 Approval of Agenda November 27, 2025	<p>Moved by Trustee Pat Johansen and seconded by Elliott Cromarty, that the agenda for the November 27, 2025 Miiniwewinan meeting be approved as written.</p> <p>Carried</p>	Heather Harris
3.2 Approval of Minutes October 2, 2025	<p>Moved by Trustee Pat Johansen and seconded by Elliott Cromarty, that the minutes for the June 19, 2025 Miiniwewinan meeting be approved as written.</p> <p>Carried</p>	Heather Harris
4. Presentations		
4.1 Anishinaabemowin Endorsement Circle	<p>Anika Guthrie, Anishinaabemowin introduced Romaine Mitchel who is retired from the Ministry of Education and was instrumental in getting Language Endorsement Circles off the ground.</p> <p>Romaine Mitchel shared a presentation on the history behind Anishinaabemowin Endorsement Circle and the work that is being done to certify Indigenous language teachers.</p> <p>All members' questions were addressed.</p>	Romaine Mitchel Anika Guthrie
4.2 Indigenous Waterviews Book	<p>Elder Sheila DeCorte shared a presentation highlighting her journey as a water walker for the last 8 years. Elder Sheila distributed copies of the book <i>Indigenous Waterviews</i> which compiles the work of Indigenous writers, artists, and Elders. A book will be given to each of the Lakehead Public Schools' libraries, native language classes, board office, and an electronic version of the book is available through the QR code provided in the book.</p> <p>All members' questions were addressed.</p>	Elder Sheila DeCorte

5.	Business Arising from the Minutes Letter to Minister of Education	Co-chair Heather Harris shared the letter that was sent to the Minister of Education on behalf of the committee that addressed the essential role of trustees and particularly Indigenous trustees on Ontario School Boards and the local voice and representation that they offer. All members' questions were addressed.	Heather Harris
6.	New Business		
	6.1 New Staffing Positions	Kali Bernst, Principal of Indigenous Education and Program shared new staffing roles that have or will be implemented such as a literacy intervention and engagement teacher for secondary schools, a central Student Support Worker, and a land-based learning lead.	Kali Bernst
	6.2 2024-2025 BAP Summary and 2025-2026 Priorities	Kali Bernst, Principal of Indigenous Education and Program shared a summary and highlights of last year's achievements and priorities for the 2025-2026 school year. Co-chair Heather Harris asked the committee to review the chart papers the committee worked on at a previous meeting and to add additional items if needed.	Heather Harris Kali Bernst
	6.3 Canadian Geographic Indigenous Peoples' Map	Kali Bernst, Principal of Indigenous Education and Program shared a presentation on the Canadian Geographic Indigenous Peoples' Map, highlights and priority areas.	Kali Bernst
7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	There was no update available at this time.	Eryn Genno
	7.2 Anishinaabemowin Revitalization	Anika Guthrie, Anishnaabemowin Revitalization Coordinator shared an update on the teacher language learning that teachers are participating in.	Anika Guthrie
8.	Information and Inquiries		
9.	Closing	Elder Gerry Martin closed the meeting.	
10.	Next Meeting	Thursday, January 15, 2026	
11.	Adjournment	The meeting was adjourned at 12:07 p.m.	



**MIIKWEWINAN
INDIGENOUS EDUCATION ADVISORY COMMITTEE MINUTES**

DATE: Thursday, February 26, 2026 – 9:30 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

CO-CHAIR: Heather Harris
Serena Essex

MEMBERS PRESENT: Elliott Cromarty, Trustee Ellen Chambers, Trustee Pat Johansen, Eryn Genno, Indigenous Student Trustee, Elder Gerry Martin

ALTERNATES:

RESOURCES: Kali Bernst, Katie Boryssewicz, Anika Guthrie, Jasmine Sgambelluri, Kyra Visitor, Student Representative

GUESTS: Bluewater District School Board, Eilidh Childs, Darren Lentz, Stephanie Ryyananen

ABSENT WITH REGRETS: Kathleen Andrews, Kathy Beardy, Sheri Boucher, Shelby Ch'ng, Anthony Jeethan, Anna Fern Kakegamic, Akansha Kaur, Cheryl King-Zewiec, Jane Lower, Dave Paddington, Trustee Trudy Tuichenhagen (Alternate), Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Indigenous Trustee Scottie Wemigwans

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening	Elder Gerry Martin opened the meeting.	Elder Gerry Martin
2.	2.1 Land Acknowledgement	Co-chair Heather Harris acknowledged the lands and traditional territory.	Serena Essex
	2.2 Welcome and Introductions	Co-chair Heather Harris welcomed everyone to the meeting and had all members introduce themselves.	Heather Harris

	AGENDA ITEM	DISCUSSION	ACTION
3.	Agenda and Minutes		
	3.1 Approval of Agenda February 26, 2026	<p>Moved by Trustee Pat Johansen and seconded by Trustee Ellen Chambers that the agenda for the February 26, 2026, Miiniwewinan meeting be confirmed with the addition of 5.2 Indigenous Cultural Safety Strategy Plan.”</p> <p>Confirmed</p>	Heather Harris
	3.2 Approval of Minutes November 27, 2025	Lack of quorum.	Heather Harris
4.	Presentations		
	4.1 Annual Budget Presentation	Stephanie Ryyanen, Supervisor of Finance shared the 2026-2027 Indigenous Education budget development, guiding principles, budget process, as well as 2025-2026 revised estimates and expenses.	Stephanie Ryyanen
	4.2 Map Presentation	<p>Jasmine Sgambelluri, FNMI Education Resource Teacher, shared a presentation highlighting the collaborative learning session using the Indigenous Peoples Floor Map that was held with 28 Grade 5 educators. The session modelled learning the educators could bring back to their students and was meant to strengthen teacher confidence.</p> <p>All members’ questions were addressed.</p>	Jasmine Sgambelluri
	4.3 Urban Land-based Learning	<p>Eilidh Child, Elementary Teacher and Darren Lentz, Elementary Principal, shared a presentation highlighting the Connected North interactive, virtual learning happening at Algonquin Avenue Public School.</p> <p>All members’ questions were addressed.</p>	Eilidh Childs Darren Lentz
5.	Business Arising from the Minutes		
	5.1 Response from Minister of Education	Co-chair Heather Harris shared a letter received from the Minister of Education responding to the committee’s correspondence in support of the role of the trustee.	Heather Harris

		The committee discussed responding with another letter voicing their support.	
	5.2 Indigenous Cultural Safety Strategy Plan	Kali Bernst, Principal of Indigenous Education and Program shared the completed Indigenous Cultural Safety Strategy Plan document. All members' questions were addressed.	Kali Bernst
6.	New Business		
	6.1 Budget Submission Input	Co-chair Heather Harris asked the committee for their input to support the preparation of the annual budget submission.	Heather Harris
	6.2 Youth Leadership Conference	This agenda item was deferred.	Kali Bernst
	6.3 Family Event Discussion/Planning	This agenda item was deferred.	Serena Essex
	6.4 New FNMI Staff Positions	This agenda item was deferred.	Kali Bernst
7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	Eryn Genno, Indigenous Student Trustee shared information about a workshop she attended, helping with the Kindergarten open house, and her work with other student trustees in the region.	Eryn Genno
	7.2 Anishinaabemowin Revitalization	Anika Guthrie, Anishnaabemowin Revitalization Coordinator shared information on the Anishnaabemowin Educators Book Club she has been participating in and the Family Anishnaabemowin Learning Weekend that took place in January. Information about language conference that was attended by four secondary students.	Anika Guthrie
8.	Information and Inquiries	Information about the Diversity Thunder Bay Presents luncheon happening on March 26, 2026 was shared with the committee.	
9.	Closing	Co-chair Serena Essex closed the meeting.	
10.	Next Meeting	Thursday, April 9, 2026	
11.	Adjournment	The meeting was adjourned at 12:08 p.m.	

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Jim McCuaig Education Centre
Board Room/Microsoft Teams

2026 MAR 26
6:00 p.m.

MEMBERS PRESENT:

Suzanne Posthumus, Chair
Sarah Niles
Wendy Carroll (virtual)
Michelle Blackburn
Miranda Myers (virtual)

Alina Cameron, Vice Chair
Trustee Leah Vanderwey
Trustee Trudy Tuchenhagen (alternate)
Scott McBean (virtual)

OTHERS PRESENT:

Trustee Patricia Johansen (virtual)
Maggie Fredrickson
Angela Lee-Wiwcharyk

Michelle Probizanski
Simona Serrao

ABSENT WITH REGRET:

Trustee George Saarinen
Anne Antenucci

Liz Tod
Tara Ingram

1. **Call to Order**

Suzanne Posthumus, Chair, called the meeting to order at 6:03 p.m.

2. **Disclosure of Conflict of Interest**

There were none.

3. **Approval of the Agenda**

Moved by Trustee Vanderwey

Seconded by Trustee Tuchenhagen

“THAT the agenda for the SEAC Meeting, March 26, 2026, be approved.”

CARRIED

4. **Land Acknowledgement**

Suzanne Posthumus, Chair, acknowledged the lands and traditional territory.

5. **Delegations and Presentations**

5.1 Angela Lee-Wiwcharyk, Manager of Financial Services, presented the special education funding allocation, proposed budget, and reviewed the budget process and guiding principles for the 2026-2027 school year.

All members' questions were addressed.

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

5.2 There were no delegations

6. Approval of Minutes

Moved by Alina Cameron

Seconded by Michelle Blackburn

“THAT the minutes of January 21, 2026, SEAC meeting be approved.”

CARRIED

7. Unfinished Business and General Orders

7.1 Michelle Probizanski, Superintendent of Education, presented the SEAC brochure. It is interactive with hyperlinks to other relevant resources for special education.

Members were given an opportunity to review the brochure and provide feedback. Feedback and changes discussed will be incorporated in the final version. Any additional feedback can be sent to Simona Serrao, Executive Secretary.

The SEAC brochure, once finalized, will be posted on the Lakehead District School Board (LDSB) website, SEAC webpage as a resource.

8. Work Plan

The 2025-2026 SEAC work plan was deferred to the next meeting.

9. Correspondence

Suzanne Posthumus, Chair reviewed the SEAC correspondence that was distributed during the month of February and March 2026, as follows:

- February 2026 at Abiinojiishiik amino yawook EarlyON;
- Lakehead District School Board administrative policies under review, with input due March 29, 2026:
 - Fundraising in Schools;
 - Territorial Students Program – Transportation & Services; and
 - Fees for Learning Materials and Activities;
- Lakehead District School Board governance policies under review, with input due March 29, 2026:
 - 5010 Special Education Policy & Procedures;
 - 7030 Human rights and Workplace Harassment;
- Empowered Kids Ontario (EKO) scholarship information;
- FASD Support Group Information;
- Durham District School Board SEAC – Letter of Support for School Board Trustees;
- March 2026 at Abiinojiishiik amino yawook EarlyON; and
- Autism Ontario Invite – Join Celebrate the Spectrum April 1-30, 2026.

All members' questions were addressed.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

10. New Business

10.1 Maggie Fredrickson, Principal of Special Education, provided the following special education update:

- **Welcome to Kindergarten Event:** Lakehead Public Schools hosted a Welcome to Kindergarten event at École Elsie MacGill Public School, which was well attended. SEAC participated with an information table staffed by the Chair and Vice Chair. A strong focus was placed on supporting the transition to school for students with identified needs;
- **Special Education Professional Development (PD):** A recent after-school special education PD session was well attended and considered a success. The session was well received, with positive feedback from administrators;
- **Upcoming Administrator IPRC PD:** PD session for administrators is scheduled, focusing on effective IPRC practices. Topics will include legal requirements, family engagement, and best practices, with a mock IPRC session included to support learning;
- **Special Education Facilitator PD:** Special Education Facilitators will receive PD aligned with the administrator training outlined above;
- **World Autism Awareness Day:** Many LPS schools are recognizing World Autism Awareness Day by raising the flag. SEAC members, trustees, and senior administration, have been invited to attend the flag-raising ceremony at École Elsie MacGill Public School on April 2, 2026;
- **Assistive Technology Training:** Budget has been allocated for assistive technology training to support teachers in understanding the features and functions of available technologies. A follow-up session with the same group is anticipated in late May 2026 to review student learning needs and next steps;
- **Student Support Professionals (SSPs) PD:** Ruth Mills facilitated PD sessions for SSPs, focusing on supporting youth with complex needs as they navigate school and social environments. Sessions were held for both elementary and secondary SSPs, emphasizing understanding diversity within complex needs;
- **Student Support Professional (SSP) Allocation Committee:** A new SSP allocation committee will be implemented for the coming year. This change provides an opportunity for administrators and central staff to collaboratively participate in decision-making related to budgeting, resource allocation, and effective use of available funds; and
- **Student Activities:** Highlights were shared regarding activities and opportunities supporting students with special needs across the system.

All members' questions are addressed.

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

- 10.2 Michelle Probizanski, Superintendent of Education, provided the following Special Education Programs update:

Changes are being considered for the Day Treatment Program in partnership with Children's Centre Thunder Bay to better support students with complex special education needs. Options to improve and streamline are currently under discussion. Plans are not yet finalized. Preliminary ideas have been discussed, and a more detailed update will be brought forward to SEAC once decisions are further developed.

- 10.3 Maggie Fredrickson, Principal of Special Education, provided an overview of Education Quality and Accountability Office (EQAO) assessments and shared summary of results for Grades 3 and 6.

- 10.4 Suzanne Posthumus, Chair, informed the committee of the letter received from the Finance Committee inviting SEAC to submit a written deputation regarding the 2026–2027 budget. The committee discussed content to include in the written submission.

Committee members were asked to share any additional feedback or suggestions for inclusion, to Simona Serrao, by the morning of March 27, 2026.

- 10.5 Suzanne Posthumus, Chair, reminded the committee of the invitation for SEAC to be represented at the Equity and Inclusive Education Advisory Committee and encouraged members to consider the opportunity.

Members interested in serving as the SEAC representative are asked to notify Simona Serrao, Executive Secretary.

11. Information/Inquiries & Association Reports

- Alina Cameron, Community Member, shared the 2025-2026 OAC survey results data and OAC update.

12. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, provided an update on the status of the SEAC budget.

13. Parent Involvement Committee (PIC) Update

Suzanne Posthumus provided the following update from the recent PIC meeting:

- presentation on the Indigenous Education Framework and its support for LPS students;
- budget presentation highlighting provincial funding pressures and planned investments;
- update on LPS Foundation activities, including an upcoming trivia night and volunteer involvement;
- discussion on cyber awareness;

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

- partnership update with Sister Margaret Smith;
- planning underway for a daycare at École Gron Morgan Public School; and
- update shared on international students within the Board.

14. Board Update

Trustee Vanderwey provided the following Board update from the recent Board meeting, Tuesday, March 24, 2026:

- shortage of bus drivers for school transportation was reported; and
- a motion was passed to have the same number of elected trustees for the upcoming election of trustees.

15. Adjournment

Moved by Sarah Niles

Seconded by Trustee Tuchenhagen

“THAT we do now adjourn at 7:53 p.m.”