

REGULAR BOARD MEETING

**Tuesday, May 26, 2026
Jim McCuaig Education Centre**

Sherrilynne Pharand
Director of Education

Ron Oikonen
Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
1. CALL TO ORDER	R. Oikonen	
2. DISCLOSURE OF CONFLICT OF INTEREST		
3. APPROVAL OF THE AGENDA	R. Oikonen	
4. RESOLVE INTO COMMITTEE OF THE WHOLE – CLOSED SESSION		
5. COMMITTEE OF THE WHOLE – CLOSED SESSION – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. REPORT OF COMMITTEE OF THE WHOLE – CLOSED SESSION		
7. LAND ACKNOWLEDGEMENT	D. LeBlanc	
8. CONSENT AGENDA		
8.1 Approval of Minutes Regular Board Meeting – April 28, 2026		1-6
8.2 Recommendations from the Board Advisory Committee (060-26)	D. LeBlanc	7-20
9. DELEGATIONS/PRESENTATIONS		
9.1 Celebrating Student Achievement – Kakabeka Falls Public School – Experiential Career Connections	J. Lower	21-23

		<u>Resource Person</u>	<u>Pages</u>
10.	REPORTS		
10.1	Director's Reports		
10.1.1	Belong		
10.1.1.1	Mental Health – Annual Report (047-26)	K. Alaksa	24-26
10.1.2	Succeed – N/A		
10.1.3	Reconcile – N/A		
10.1.4	Other – N/A		
10.2	Chair's Reports – N/A		
10.3	Student/Indigenous Student Trustee Reports		
10.3.1	Student Trustee May Report	B. Bruce	Handout
10.3.2	Indigenous Student Trustee May Report	E. Genno	Handout
10.4	Reports of Standing Committees		
10.4.1	Special Education Advisory Committee Minutes – April 15, 2026	K. Alaksa	27-29
10.4.2	Approval of Appointment of Alternate Representative to Special Education Advisory Committee	K. Alaksa	30-31
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		
11.1	Recommendations from the Communications Committee (064-26)	E. Chambers	32
12.	SPECIAL ORDERS – N/A		

	<u>Resource Person</u>	<u>Pages</u>
13. UNFINISHED BUSINESS AND GENERAL ORDERS – N/A		
14. NOTICE OF MOTIONS – N/A		
15. ANNOUNCEMENTS	R. Oikonen	Verbal
16. ADJOURNMENT	R. Oikonen	Verbal

REGULAR BOARD MEETING

**Tuesday, May 26, 2026
 Jim McCuaig Education Centre**

Sherry-Lynne Pharand
 Director of Education

Ron Oikonen
 Chair

AGENDA

CLOSED SESSION
6:30 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 – April 28, 2026	R. Oikonen	1-2
5.2 Consideration of Reports		
5.2.1 Personnel Matter (065-26)	S. Pharand	Handout
5.2.2 – Personnel Matter	S. Pharand	Verbal
5.2.3 Legal Matter(s)	S. Pharand	Verbal
5.3 Information and Inquires		
5.4 Rise and Report Progress	R. Oikonen	Verbal

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2026 APR 28
7:30 p.m.

TRUSTEES PRESENT:

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

George Saarinen
Trudy Tuchenhagen
Scottie Wemigwans (Indigenous Trustee)
Breanna Bruce (Student Trustee)

ABSENT WITH REGRETS:

Ryan Sitch
Eryn Genno (Indigenous Student 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 6:45 p.m.

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

3. **Approval of Agenda**

Moved by Trustee Chambers

Seconded by Trustee Tuchenhagen

“THAT the Agenda for Regular Board Meeting, April 28, 2026, be approved.”

CARRIED

4. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

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

- Confirmation of Committee of the Whole – Closed Session Minutes- Regular Board Meeting – February 24, 2026

- Personnel Matters

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION – 6:45 P.M.

5. Committee of the Whole – Closed Session

PUBLIC SESSION – 7:30 P.M.

6. Report of the Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

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

1. *THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting, February 24, 2026.*
2. *THAT all items of Regular Board – Committee of the Whole – Closed Session were dealt with in their entirety and shall remain in closed session.”*

CARRIED

7. Land Acknowledgement

Trustee LeBlanc read the Land Acknowledgement.

8. Consent Agenda

Moved by Trustee LeBlanc

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board approve the consent agenda, items 8.1 and 8.2 as presented.”

CARRIED

9. Delegations/ Presentations

9.1 Celebrating Student Achievement – École Gron Morgan Targeted Tier 2 Supports: Meeting Student Needs at École Gron Morgan Public School

Heather Harris, Superintendent of Education, introduced Elementary Teachers, Kali Santerre and Bronwyn Boden, who presented the report. All trustees' questions were addressed.

10. Reports

10.1 Director's Reports

10.1.1 Belong

10.1.1.1 Student Climate Survey (037-26)

Michelle Probizanski, Superintendent of Education, presented the report. All trustees' questions were addressed.

10.1.2 Succeed – N/A

10.1.3 Reconcile

10.1.3.1 Indigenous Education Report (041-26)

Heather Harris, Superintendent of Education, introduced Kali Bernst, Principal of Indigenous Education and Program and Jasmine Sgambelluri, First Nations, Métis, and Inuit Education Resource Coordinator (K-12), who presented the report. All trustees' questions were addressed.

10.1.4 Other

10.1.4.1 By-Law No. 128 – 2026 Municipal Election – Alternative Voting Methods for Elections (042-26)

Moved by Trustee Johansen Seconded by Trustee Saarinen

“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.”*

CARRIED

10.2 Chairs Reports – N/A

10.3 Student/Indigenous Student Trustee Reports

10.3.1 Indigenous Student Trustee April Report (Handout)

Eryn Genno, Indigenous Student Trustee, sent her regrets. Chair Vanderwey informed the Board that her report was included in their packages as a handout.

10.3.2 Student Trustee April Report (Handout)

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

- her goals as student trustee for next term;
- looking forward to helping with the upcoming Indigenous student trustee interviews; and
- hoping to attend more Board committee meetings.

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)

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the following:

- 1. That Lakehead District School Board appoint Trustee Tuchenhagen as the voting delegate for the remainder of the 2026 term of office; and*
- 2. That Lakehead District School Board appoint Trustee Johansen as the alternate voting delegate for the remainder of the 2026 term of office.”*

CARRIED

10.4.2 Miiniwewinan: Indigenous Education Advisory Committee Minutes – November 27, 2025

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

10.4.3 Miiniwewinan: Indigenous Education Advisory Committee Minutes – February 26, 2026

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

10.4.4 Special Education Advisory Committee Minutes – March 26, 2026

Michelle Probizanski, Superintendent of Education, presented the minutes. All questions from trustees were addressed.

10.5 Reports of External Board or Agency Representation

10.5.1 Ontario Public School Boards' Association (OPSBA) Report

Trustee Saarinen provided Board members with the following update:

- the Northern Regional meetings will be taking place this Saturday from 10:00 a.m. – 3:00 p.m. and this will be the last meeting before the Annual General Meeting in June.

11. Reports of Special (Ad Hoc) Committees

Communications Committee Chair Ellen Chambers informed the board of items from the Communications meeting that took place earlier this evening. The Communications Committee has put forward a recommendation that Lakehead District School Board approve the following:

1. a letter be drafted to Premier Doug Ford and Education Minister Paul Calandra regarding Bill 101 requesting a public consultation on changes to the English Public School Board Governance; and
2. a letter to Ombudsman Barbara Finlay requesting the review of the impact of Bill 101.

Moved by Trustee Chambers

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the writing of two letters by the Communications Committee on behalf of trustees, one to Premier Doug Ford and Minister Paul Calandra and a second one to the acting Ombudsman Barbara Finlay, regarding Bill 101”

CARRIED

12. Special Orders – N/A

13. Unfinished Business/ General Orders – N/A

14. Notices of Motion – N/A

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 26
Report No. 060-26

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 May 12, 2026, and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW 1020 EQUITY AND INCLUSIVE EDUCATION (045-26)

“THAT Lakehead District School Board approve 1020 Equity and Inclusive Education Policy, Appendix A to Report No. 045-26.”

POLICY REVIEW – 5010 SPECIAL EDUCATION (029-26)

“THAT Lakehead District School Board rescind 5010 Special Education Policy”

POLICY REVIEW – 8050 NAMING AND OPENING OF NEW OR CONSOLIDATED SCHOOLS (040-26)

“THAT Lakehead District School Board approve 8050 Naming and Opening of New or Consolidated Schools Policy, Appendix A to Report No. 040-26.”

POLICY REVIEW – 7040 VIOLENCE IN THE WORKPLACE (039-26)

“THAT Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 039-26.”

TRUSTEE VACANCY (056-26)

“THAT Lakehead District School Board approve appointment as the method to replace the trustee vacancy and direct administration to bring a report forward by August 3, 2026 at the latest.”

GOVERNING BY-LAWS AD HOC COMMITTEE (055-26)

“THAT

- 1. Lakehead District School Board appoint members, Trustees, Johansen, Chambers and Trustee Sitch as alternate, Director Pharand, and the executive secretary – office of the director, to the Governing By-Laws Ad Hoc Committee; and*
- 2. The Governing By-Laws Ad Hoc Committee report its progress to the Board no later than the fall of 2026”*

Respectfully submitted,

DONICA LEBLANC
Chair, Board Advisory Committee

PHILOSOPHY AND GOALS	1000
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

1. Rationale

Lakehead District School Board (LDSB) is committed to equity and inclusive education. It includes promoting equitable and inclusive learning and working environments. Lakehead District School Board values equity, inclusion and respect for all. This policy upholds human rights, in accordance with the Ontario Human Rights Code and 7030 Human Rights and Workplace Harassment Policy. It is in compliance with the Education Act, and the Ontario Ministry of Education Policy/Program Memorandum No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”.

Guiding Principles of Equity and Inclusive Education:

- is a foundation of excellence - in a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement;
- meets individual needs - equity does not mean treating all students in the same way but rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed;
- identifies and eliminates barriers - all students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve their full potential;
- promotes a sense of belonging - equity and inclusive education contribute to every student’s sense of well-being;
- involves the broader community - effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system;
- builds on and enhances previous and existing initiatives - sound research and analysis of successful policies and practices form the basis for the development and sharing of resources; and
- is demonstrated throughout the system – Lakehead District School Board will incorporate equity and inclusive education throughout policies, procedures and practices.

PHILOSOPHY AND GOALS	1000
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

2. Policy

It is the policy of LDSB to promote equity and inclusive education in accordance with the seven guiding principles.

Lakehead District School Board is committed to:

- equity of access and equity of outcomes so that students can achieve their potential;
- fostering a climate of understanding and mutual respect for the benefit of diverse student, staff and communities; and
- identifying and addressing individual or systemic discrimination because of race, ancestry, ethnic origin, place of origin, citizenship, colour, creed (religion), sex, marital status, family status, sexual orientation, gender identity, gender expression, age and disability as well as promoting inclusion for students experiencing barriers due to socio-economic status.

Lakehead District School Board recognizes that discrimination may take different forms, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, and other forms of hate, and that these may require specific and intentional responses.

This policy recognizes that its shared responsibility with all LDSB community members to advance equity and inclusive education. This policy establishes the following eight areas of focus for this endeavour.

3. Areas of Focus

3.1 Policies, Guidelines, Practices, and Initiatives

Lakehead District School Board structures, policies, procedures, programs, guidelines, and practices shall reflect the principles of equity and inclusive education as well as LDSB Values: Integrity, Acceptance, Respect, Responsibility and Empathy. Lakehead District School Board will review this commitment as part of the development and regular review of structures, policies, procedures, programs, guidelines, and practices. This area of focus establishes the framework for policy development and implementation in all the other areas of focus below.

Lakehead District School Board will endeavour to promote equity of access and outcomes for student achievement and well-being. The Board aims to identify and address barriers that may limit the opportunities of diverse individuals for employment, retention and promotion. All data collection, research, surveys, and census shall be developed, collected, utilized, maintained and delivered using a critical equity lens, ensuring accessibility and respect of individual privacy rights.

PHILOSOPHY AND GOALS	1000
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

The Board will monitor and review data and experiences of students and staff to identify and address systemic barriers, including those related to anti-Black racism, anti-Indigenous racism, and other forms of discrimination, while ensuring respect for individual privacy rights.

3.2 Shared and Committed Leadership

The principle of shared and committed leadership recognizes that all partners in education, including community partners, parents, and students, are responsible for preparing students to live in a diverse society. The Board recognizes that bringing change to instructional practices and the learning culture requires strong, focused leadership from, in particular, school board trustees, director of education, superintendents, principals, and teachers. The Board and schools will provide leadership that is responsive to the diverse nature of Ontario’s communities and committed to identifying and removing discriminatory biases and systemic barriers to learning.

3.3 School-Community Relationships

Lakehead District School Board shall meet the needs of diverse communities and workplaces through active involvement, input and participation of students, parents/guardians, staff and communities, to understand all perspectives about all students so that their needs can be met. Collaboration will be based on respect, open dialogue and partnerships with students, parents/guardians, staff, committees and other community groups and agencies. Lakehead District School Board will draw upon the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of students and provide new and relevant learning opportunities.

3.4 Inclusive Curriculum and Assessment Practices

Students need to feel engaged by what they are learning, supported by staff and welcome in the learning environment. The Ministry of Education provides curriculum to all board in Ontario. The Board will review resources, instruction, and assessment/evaluation practices to ensure they are in accordance with the guiding principles.

The Board is committed to identifying and implementing inclusive curriculum processes supported by resources, instructional strategies and assessment and evaluation practices that reflect and respond to the diverse needs and abilities of diverse learners. Lakehead District School Board will provide students and staff with opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, culture and staff of the school. Lakehead District School Board will affirm and value students’ first languages.

PHILOSOPHY AND GOALS	1000
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

This includes ensuring that curriculum and resources reflect diverse identities and experiences, including those of Black, racialized, and Indigenous students, and address the impacts of discrimination.

3.5 Religious Accommodation

Lakehead District School Board upholds the Ontario Human Rights Code that prohibits discrimination on the grounds of creed (includes religion) and establishes the duty to accommodate. Lakehead District School Board will take all reasonable steps to provide creed (religious) accommodation for students and staff (see Appendix A). Lakehead District School Board acknowledges an individual’s right to follow or not to follow creed (religious) beliefs.

3.6 School and Workplace Climate and the Prevention of Harassment and Discrimination

Lakehead District School Board will foster a positive school climate in which all members of the school community feel safe, welcome, accepted, and supports positive behaviours and interactions. Lakehead District School Board recognizes that harassment, discrimination and workplace harassment can negatively affect working relationships, the learning process and personal well-being, as well as school climate. Lakehead District School Board has established policies and procedures that enable students and staff to safely report incidents of harassment, discrimination and workplace harassment and that will enable the Board to respond in a timely manner. Where incidents of discrimination, including anti-Black racism, are identified, the Board will take appropriate responsive action in accordance with Board policy, applicable legislation, and privacy requirements. Regular monitoring of school climate is essential. All schools will administer school climate surveys in accordance with governing legislation and use survey data to inform school improvement planning.

3.7 Professional Learning

Lakehead District School Board will provide professional learning opportunities for staff, administrators and trustees to deepen awareness and build capacity to promote a climate of understanding and mutual respect that is conducive for equity and inclusive education. Professional learning activities with LDSB will be ongoing, evidence-based and focused on positive outcomes, including topics such as anti-Black racism, anti-Indigenous racism, cultural safety, anti-discrimination, anti-homophobia, antisemitism, anti-Muslim discrimination, and gender-based violence. Lakehead District School Board will provide opportunities for staff and trustees to participate in training and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

PHILOSOPHY AND GOALS	1000
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

3.8 Accountability and Transparency

Lakehead District School Board will continuously assess and monitor progress in reviewing policies, programs, guidelines, and practices and in implementing this policy. Equity and inclusive education principles are to be embedded in the Board’s multi-year strategic plan. Lakehead District School Board and School Improvement Plans, within the context of the Board’s multi-year plan, will take into consideration the Board’s 1020 Equity and Inclusive Education Policy. The plans should focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and provide a respectful and responsive school climate. Lakehead District School Board will provide ongoing and open communication to keep all stakeholders informed of the Board’s goals and progress as they relate to equity and inclusive education. This includes monitoring progress in addressing systemic barriers and discrimination, including anti-Black racism, and using this information to inform ongoing planning and improvement.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7020 Equitable Employment	April 4, 1995	Ontario Human Rights Code Education Act
7030 Human Rights and Workplace Harassment		Ontario Ministry of Education Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
8070 Safe Schools – System Expectations	<u>Date Revised</u> June 24, 2008	
8071 Bullying Prevention and Intervention	September 28, 2010 May 28, 2013 November 24, 2020	
8072 Sexual Orientation and Gender Identity	May 26, 2026	

SPECIAL EDUCATION PROGRAM & SERVICES	5000
SPECIAL EDUCATION POLICY	5010

1. Rationale

~~Lakehead District School Board believes in the ability of every student to learn and to benefit from learning. Lakehead District School Board believes that every student has the right to an instructional program appropriate to their individual needs, within the spectrum of services defined and described in the Special Education Plan.~~

2. Policy

~~It is the policy of Lakehead District School Board to provide education for all students with special needs as defined by the Ontario Education Act and Regulations.~~

3. Guiding Principles

~~3.1 Lakehead District School Board supports the following guiding principles for the education of students with special needs developed in consultation with parents/guardians/caregivers, the Special Education Advisory Committee (SEAC) and other appropriate organizations.~~

~~There shall be a focus on:~~

- ~~• the whole child;~~
- ~~• equitable and inclusive education;~~
- ~~• high expectations for all students;~~
- ~~• early identification of students needs and intervention;~~
- ~~• a continuum of support services and resources;~~
- ~~• partnerships with parents/guardians/caregivers, teachers, professional staff and the community supported by ongoing communication;~~
- ~~• support for teachers and support staff to develop the necessary skills and teaching strategies to teach all students; and~~
- ~~• learning opportunities designed to meet the needs of each student.~~

SPECIAL EDUCATION PROGRAM & SERVICES	5000
SPECIAL EDUCATION POLICY	5010

3.2 — ~~Lakehead District School Board shall provide:~~

- ~~• program options, which are annually reviewed by the Board;~~
- ~~• student/teacher ratios as required under the Ontario Education Act for the different exceptionalities;~~
- ~~• fair access to specialized programs;~~
- ~~• inclusion experiences within the school as much as possible;~~
- ~~• consistent Identification, Placement and Review Committee (IPRC) processes; and~~
- ~~• assessment and evaluation procedures consistent with the Individual Education Plan (IEP) and 4021 Assessment and Evaluation Policy, and related procedures.~~

3.3 — ~~This policy is applied subject to current Ministry of Education directives.~~

4. Review

~~This policy shall be reviewed according to 2010 Policy Development and Review Policy.~~

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Special Education Plan	February 25, 2003	Ontario Education Act
4020 Equity and Inclusive Education Policy and Procedures	(Consolidation of 5010, 5020, 5021, 5040)	
3040 Transportation Policy and Procedures	<u>Date Revised</u>	
4021 Assessment and Evaluation Policy and Procedures	January 24, 2012 April 23, 2019	
2010 Policy Development and Review Policy and Procedures	<u>Date Rescinded</u>	
	May 26, 2026	

SCHOOL-COMMUNITY RELATIONS	8000
NAMING AND OPENING OF NEW OR CONSOLIDATED SCHOOLS POLICY	8050

1. Rationale

The name or re-naming of a school is an event which may create high community interest. The name chosen must be done with the recognition of several factors both present and future. A policy statement is required to ensure both community involvement and commitment as well as a fair and reasonable process.

2. Policy

It is the policy of Lakehead District School Board that the naming of schools be in accordance with the guidelines.

3. Guidelines

3.1 To name a new or consolidated school, or upon receipt of a formal written request to re-name an existing school, the director shall establish an ad hoc committee to make a recommendation to the Board.

3.2 The committee shall be comprised of the superintendent, representatives from the school's students, staff, trustees, and community members.

3.3 The name for a school will be chosen from:

3.3.1 the street on which it is located;

3.3.2 the district which the school serves;

3.3.3 an historical name that once applied to the area; or

3.3.4 the name of a person recognized as having made a significant contribution to the community, and/or to Canadian or international society.

3.4 At the opening of a new or consolidated school:

3.4.1 the year of construction will be commemorated by placing a date stone, without ceremony, during construction; and

3.4.2 public opening ceremonies will be held as soon as practicable after completion.

PERSONNEL AND EMPLOYEE RELATIONS	7000
VIOLENCE IN THE WORKPLACE POLICY	7040

1. Rationale

Lakehead District School Board (LDSB) believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of our staff.

2. Definitions

As defined by the Occupational Health and Safety Act, workplace violence is:

- (a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- (b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker; and
- (c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.

3. The Policy

- 3.1 It is the policy of LDSB to adhere to the Occupational Health and Safety Act. Lakehead District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct in any form and erodes the mutual trust and confidence that are essential to the well-being of our staff.
- 3.2 This policy applies to all work activities that occur while on LDSB premises, or while engaging in workplace activities or workplace social events.
- 3.3 This policy applies to all members of the LDSB community, including but not limited to, employees, students, trustees, visitors such as parents/guardians, caregivers and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited to participate in Board related functions.
- 3.4 Lakehead District School Board is committed to implementing a process to deal with workplace violence and the requirements of the Occupational Health and Safety Act in accordance with Safe Schools legislation.

PERSONNEL AND EMPLOYEE RELATIONS	7000
VIOLENCE IN THE WORKPLACE POLICY	7040

- 4. Guiding Principles
 - 4.1 Employees, students, and other users will strive to foster a respectful workplace through the prevention and prompt resolution of workplace violence incidents. Complaints will be taken seriously and handled professionally.
 - 4.2 Lakehead District School Board shall provide a mechanism to lodge an informal complaint.
 - 4.3 Lakehead District School Board shall provide a mechanism to lodge a formal complaint.
 - 4.4 Lakehead District School Board shall provide a fair and objective formal process for dealing with alleged incidents of workplace violence. This includes actions such as conducting ongoing risk assessments and creating safety plans.
 - 4.5 Confidentiality will be maintained to every extent possible; however, the nature of the investigation may require additional information beyond the complainant(s) and the respondent(s) to verify factual information.
 - 4.6 Violence prevention training shall be offered to managers, supervisors and employees.
 - 4.7 Violence is a serious offence. Any individuals found to have perpetrated an act of violence may be subject to disciplinary action up to and including dismissal. In addition, individuals may be subject to action under the Criminal Code of Canada.

PERSONNEL AND EMPLOYEE RELATIONS	7000
VIOLENCE IN THE WORKPLACE POLICY	7040

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Human Rights and Workplace Harassment Policy	May 25, 2010	Education Act
7080 Health & Safety Policy	<u>Date Revised</u>	Safe Schools Act
8070 Safe Schools Policy – System Expectations	April 26, 2016 February 27, 2024 May 27, 2025 May 26, 2026	Ontario Human Rights Code Ontario Health and Safety Act
8020 Access to School-Board Premises		Policy/Program Memorandum 120 – Reporting Violent Incidents
1020 Equity and Inclusive Education		Policy/Program Memorandum 128 – The Provincial Code of Conduct/ School Board Codes of Conduct
8040 Trespass to Schools		Policy/Program Memorandum 144 – Bullying Prevention and Intervention
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour
8092 Code of Conduct		Provincial Model for a Local Police/School Board Protocol (2015)



Celebrating Student Achievement

School: Kakabeka Falls Public School

Title of Initiative: Experiential Career Connections

Presentation Team: Kelsi Dillon and Joanna Martins

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	We are providing hands on opportunities for our students to explore career paths in our community and relating them to Xello (a college and career readiness software program).
2. Rationale for selecting the initiative	<ul style="list-style-type: none"> • hands-on experiences; • preparation for Xello Course selection & future career paths; • increased attendance; and • community connections.
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • schema/background knowledge for high school course selection/career selection(s); • opportunities for high school volunteer hours; • increased participation and attendance; and • improved writing fluency in reflection and opinion pieces.
4. Description of the data used	<ul style="list-style-type: none"> • Xello lessons and completion surveys (type of learning styles, career considerations); and • Power School attendance.
5. Brief description of the significant activities or strategies involved with the initiative	Connections to local community and organizations. We have incorporated many community partners including: the trades, medical (life guards and SIM lab), veterans, Olympians, Kam River Fighting Walleye athletes and owners, Heavy equipment, farm tour, Ontario Parks, Sciences: from speakers/science fair/science fields, Photography, Seniors Centre, Water Treatment Plant, Culinary and Cake Boss, Trades Fair, Synergy North, Tech presentations.

<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • Hands on experience connecting to our community. Building partnerships, adding knowledge of career paths in our community; • Students have created journals of their experiences. Highlighting lessons learned and activities they participated in. They critically reflected if this is a career they would consider; and • We went on a farm tour “From Farm to Table” which toured DeBruins Greenhouse, Thunder Oak Cheese Farm and Bakeshop on Boundary to explore different careers and connect our knowledge to the science and geography curriculum.
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Our attendance was nearly perfect these days. Students were excited to write about their experiences; and • Students were able to learn new skills. After our photography workshop, a student bought a camera and developed a new hobby that he wants to turn into a career one day.
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • all students attend for hands on activities and field trips; • increased engagement; • better understanding of careers; • variety of voices; and • collaboration, leadership and team work skills developed.
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Challenges we faced were the need for criminal record checks from presenters in our school. The short time frame and cost attached was a barrier, however, we were able to reschedule most experiences.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>Our next step is “Country to City” connections. We are working on partnering with Westgate Collegiate and Vocational Institute for a carpentry workshop to learn new skills and make planter boxes for the senior centre in Kakabeka Falls. This will allow our students to gain familiarity with their new school.</p> <p>We are also arranging a Westfort business tour to familiarize our students with their new school neighbourhood. We will be visiting many places in Westfort to learn about owning a business and jobs in their new school community.</p>

<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>We have learned that students were excited to attend school on these days. These hands-on experiences exposed students to new career opportunities. It allowed them to critically reflect on their own learning styles and interests. This helped create real life connections to their Xello career surveys.</p>
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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 26
Report No. 047-26

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

RE: MENTAL HEALTH – ANNUAL REPORT

1. Background

- 1.1 The Ministry of Education requires school boards to develop, implement, and publicly post a three-year Mental Health and Addictions Strategy with an accompanying one-year Action Plan in accordance with Policy/Program Memorandum 169. These plans promote student mental well-being through a comprehensive, evidence-informed approach encompassing promotion, prevention, early intervention, and access to more intensive supports when needed.
- 1.2 The Lakehead District School Board's (LDSB) 2025–2026 Mental Health and Addictions Action Plan aligns with provincial expectations and reflects collaboration with students, families, Indigenous partners, and community-based child and youth mental health service providers. The plan supports a coordinated, multi-tiered system of support that promotes student well-being, reduces stigma, and ensures timely access to services.

2. Situation

- 2.1 During the 2025–2026 school year, LDSB continued to advance its Mental Health and Addictions Strategy through system planning, service delivery, capacity building, and community collaboration.
- 2.2 Lakehead District School Board publicly posted its three-year Mental Health and Addictions Strategy and one-year Action Plan and submitted required documentation to the Ministry of Education by June 30, 2025. Throughout the year, engagement with students, families, and community partners informed implementation and supported planning for the 2026–2027 school year.
- 2.3 Lakehead District School Board actively participated in joint local planning to support a coordinated system of care. This included collaboration through initiatives such as:
 - Right Time, Right Care;
 - Child and Youth Mental Health and Addiction Network Table;
 - Early Childhood Partners Table;
 - Youth Tragic Events Response Committee;
 - Youth Suicide Prevention Committee;

- Planet Youth Community Collaborative;
- Every Body Collaborative; and
- partnerships with Thunder Bay Regional Health Sciences Centre.

These collaborations support clear roles, shared protocols, and defined pathways to service for students and families.

- 2.4 Implementation of a Multi-Tiered System of Support (MTSS) framework continued across the district. Universal mental health promotion and prevention programming was delivered across all grades, with expanded substance use prevention programming at the secondary level. Educators participated in professional learning focused on classroom strategies that support student well-being. Tier-two supports included classroom presentations, small group interventions, and staff learning opportunities. Tier-three supports included individual counselling provided within schools by registered social workers, using brief, identity-affirming approaches and referrals to community services as needed.
- 2.5 Regulated mental health professionals continued to use evidence-informed, brief interventions across all tiers. Lakehead District School Board entered its second year of implementing Greenspace Mental Health, supporting standardized assessment and outcome measurement to strengthen clinical decision-making, student engagement, accountability, and compliance with privacy legislation.
- 2.6 Capacity-building initiatives continued to support staff in identifying students at risk and connecting them with appropriate supports. Lakehead District School Board also collaborated with community and Indigenous partners to review and strengthen suicide prevention, intervention, and postvention protocols.
- 2.7 Virtual mental health service options remained available when appropriate, ensuring accessibility while meeting provincial requirements for privacy, security, and professional practice standards.
- 2.8 Lakehead District School Board continued to build staff mental health literacy by sharing evidence-informed resources and learning opportunities. The Wellness Champion initiative was further strengthened to support information sharing, school-level implementation, and local capacity building.
- 2.9 The Mental Health Lead worked collaboratively with program staff to support awareness and training related to mandatory, ministry-approved mental health literacy learning in Grades 6, 7, 8, and career studies in Grade 10. Planning commenced in fall 2025 to support consistent delivery, educator confidence, and accountability across schools.
- 2.10 Lakehead District School Board continued to support evidence-informed, classroom-based social-emotional learning programming for Kindergarten to Grade 8. A dedicated staff role supported implementation with the intent of building educator capacity for sustained, classroom-led delivery.

3. Next Steps

In preparation for the 2026–2027 school year, LDSB will continue to:

- engage students, families, Indigenous partners, and community agencies to inform action planning;
- strengthen joint local planning;
- expand prevention and promotion initiatives, including substance use prevention;
- embed evidence-informed practice and outcome measurement across services;
- support consistent delivery of student mental health literacy learning; and
- enhance family engagement opportunities at the school level.

Conclusion

Lakehead District School Board remains committed to promoting student mental well-being through a coordinated, collaborative, and evidence-informed approach. The 2025–2026 Mental Health and Addictions Action Plan reflects continued progress in strengthening partnerships, building system capacity, and ensuring students and families have access to timely and appropriate mental health supports.

Respectfully submitted,

MEGAN SEMENIUK
Mental Health Lead

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Westgate Collegiate and Vocational Institute
Special Needs Classroom

2026 APR 15
6:00 p.m.

MEMBERS PRESENT:

Suzanne Posthumus, Chair	Alina Cameron, Vice Chair
Anne Antenucci	Branden Robb (alternate)
Trustee Trudy Tuchenhagen (alternate)	Trustee Leah Vanderwey
Liz Tod	Scott McBean
Tara Ingram	

OTHERS PRESENT:

Trustee Patricia Johansen	Michelle Probizanski
Maggie Fredrickson	Simona Serrao
Ryan McDonell	Westgate Collegiate and Vocational Institute - Special Needs Program Staff

ABSENT WITH REGRET:

Trustee George Saarinen	Michelle Blackburn
Sarah Niles	Wendy Carroll
Miranda Myers	

1. **Call to Order**

Suzanne Posthumus, Chair, called the meeting to order at 6:01 p.m.

2. **Disclosure of Conflict of Interest**

There were none.

3. **Approval of the Agenda**

Moved by Liz Tod

Seconded by Trustee Tuchenhagen

“THAT the agenda for the SEAC Meeting, April 15, 2026, be approved.”

CARRIED

4. **Land Acknowledgement**

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

5. **Delegations and Presentations**

5.1 Ryan McDonnell, Principal, and Special Needs Program staff of Westgate Collegiate and Vocational Institute provided a presentation of the special needs program and tour of the special needs classroom.

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 Anne Antenucci

“THAT the minutes of March 26, 2026, SEAC meeting be approved.”

CARRIED

7. Unfinished Business and General Orders

- Suzanne Posthumus, Chair, provided SEAC members with an opportunity to share advocacy updates. SEAC advocacy information for families is available on the Board website.

8. Work Plan

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

9. Correspondence

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

- Fetal Alcohol Spectrum Disorder (FASD) Community Town Hall Meeting to Build Support for Bill S-234, April 2, 2026;
- World Autism Day Flag Raising invitation – École Elsie MacGill Public School, April 2, 2026;
- Ontario Early Adversity and Resilience Framework Report – link;
- Beyond the Ban -Empowering Children in The Digital Age, April 20, 2026; and
- April 2026 at Abiinojiishiik amino yawook EarlyON.

All members’ questions were addressed.

10. New Business

10.1 Maggie Fredrickson, Principal of Special Education, provided an update highlighting the following:

- Armstrong Public School staff were provided with after-school training on assistive technology, including coaching and classroom modeling;
- training was provided for facilitators and school administrators to support improvements to the Identification Placement and Review Committee (IPRC) process;
- new facilitator training for Special Education courses was delivered, with certificates issued upon successful completion; and
- Autism Flag Raising event at École Elsie MacGill Public School was well attended, including participation from three student classrooms and community members.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

All members' questions are addressed.

10.2 Fall 2026 SEAC Guest Speaker: Ideas and Direction:

Members discussed the possibility of inviting a guest speaker as part of a Fall 2026 SEAC event to engage parents and community members and build awareness of special education.

SEAC members were invited to submit feedback, along with suggestions for potential guest speakers and event themes, to Simona Serrao, Executive Secretary.

11. Information/Inquiries & Association Reports

- Anne Antenucci, representative of Autism Ontario, provided an organizational update;
- Alina Cameron, Community Member, provided the Ontario Autism Coalition (OAC) update;
- Liz Tod, representative of Learning Disabilities Association of Ontario, provided an association update;
- Tara Ingram, representative of Easter Seals, provided an organizational update; and
- Branden Robb, representative of Anishnawabe Mushkiki, provided an organizational update.

12. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, confirmed that the SEAC budget status remains the same as previously reported.

13. Parent Involvement Committee (PIC) Update – N/A

14. Board Update

Trustee Tuchenhausen, provided the following Board update:

- at the Finance Committee meeting held on Tuesday, April 7, 2026, budget deputations were received from various stakeholders. The presentations and submissions provided valuable input for consideration in the development of the 2026–2027 budget; and
- at the Board Advisory Committee meeting, April 14, 2026, student achievement update was provided, noting overall improvement across grade levels. While progress has been observed in most areas, math achievement remains a focus, with targeted strategies currently underway to support improvement.

15. Adjournment

The meeting was adjourned at 7:30 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 26
Report No. 048-26

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

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

1. Background

1.1 According to Reg. 464/97 of the Education Act, every district school board must establish a Special Education Advisory Committee (SEAC) consisting of:

- one representative from each of the local associations that operate locally within the board’s jurisdiction and are affiliated with a provincial organization focused on exceptional children or adults;
- one alternate for each representative, nominated by the same local association;
- one or two persons to represent the interests of First Nations pupils, particularly those attending board schools under a tuition agreement;
- members from among the board’s own trustees, with the number determined as the lesser of three or 25% of the total number of board members (rounded down). If fewer than three trustees are appointed, each must have an alternate; and
- the board may also appoint one or more additional members who are neither representatives of a local association nor members of the board or another board committee.

1.2 On September 27, 2022, Lakehead District School Board (LDSB) approved the process and application form to select community representatives and alternate representatives to SEAC.

1.3 Nominations were invited by:

- writing a letter to each association/agency and community representative previously represented on SEAC; and
- placing an advertisement in the local newspapers, social media and on the LDSB website.

2. Situation

- 2.1 Special Education Advisory Committee member, Michelle Blackburn, representative of local association George Geffery Children's Centre, has expressed her intention to nominate Amy Brissette, Manager, Client Services, George Geffery Children's Centre, as her alternate in the event she is unable to attend any one of the SEAC meetings.
- 2.2 Amy Brissette, Manager, Client Services at George Jeffrey Children's Centre, supports the coordination and developmental services for children and youth with exceptional needs. Her role aligns with the mandate of SEAC. Her appointment as an alternate member would ensure informed, and continuous representation of the association.
- 2.3 The Special Education Advisory Committee - Nomination Association/ Agency Alternate Representative form for nominating Amy Brissette, Manager, Client Services, George Geffery Children's Centre, has been formally approved by SEAC member, Michelle Blackburn, Director, Programs and Services, George Geffery Children's Centre.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of Amy Brissette, Manager, Client Services at George Geffery Children's Centre, as an alternate representative to the Special Education Advisory Committee (SEAC). Amy Brissette's appointment would be for the term ending November 30, 2026, as outlined in Report No. 048-26.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 26
Report No. 064-26

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

RE: RECOMMENDATIONS FROM THE COMMUNICATIONS COMMITTEE RE:
CORRESPONDENCE ON BILL 101

1. Background

At the April 28, 2026, Lakehead District School Board (LDSB) Regular Board meeting, a motion was passed for the Communications Committee to draft two letters on behalf of the Board of Trustees, one to be send to Premier Doug Ford and Minister of Education, Paul Calandra and another to be sent to Ombudsman Barbara Finlay regarding potential changes to English Public School Board Governance.

2. Situation

At the May 9, 2026, Coordinating Committee, the Communications Committee, through their chair, requested that the proposed letter to Premier Doug Ford and Minister Paul Calandra be brought forward to Regular Board to rescind the motion, as the legislation has already been passed by parliament regarding the concerns raised and the request for a formal public consultation is no longer applicable.

The Communications Committee further requested that the motion for second letter to Ombudsman Barbara Finlay be deferred until the fall of 2026, in order to track the impact of Bill 101 on students within LDSB schools. All members of the Coordinating Committee were in agreement that these requests be brought forward to the Board for consideration.

RECOMMENDATION

It is recommended that Lakehead District School Board:

1. Rescind the motion to draft a letter to Premier Doug Ford and Minister Paul Calandra regarding potential changes to the English Public School Board Governance.
2. Defer the motion to draft a letter to Ombudsman Barbara Finlay regarding the impact of Bill 101 on LDSB students until the fall when the Board will have had a chance to track the impact.

Respectfully submitted,

ELLEN CHAMBERS
Chair, Communications Committee