

REGULAR BOARD MEETING

**Tuesday, September 22, 2026
Jim McCuaig Education Centre**

Sherri-Lynne Pharand
Chief Executive Officer

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.	LAND ACKNOWLEDGEMENT	D. LeBlanc	Verbal
5.	CONSENT AGENDA		
5.1	Approval of Minutes Regular Board Meeting – June 23, 2026	R. Oikonen	1-7
5.2	Recommendations from the Board Advisory Committee (096-26)	D. LeBlanc	8-9
6.	DELEGATIONS/PRESENTATIONS – N/A		

		<u>Resource Person</u>	<u>Pages</u>
7.	REPORTS		
7.1	Chief Executive Officer's Reports		
7.1.1	Belong		
7.1.2	Succeed		
7.1.2.1	Summer Learning Programs K-12 (093-26)	M. Fredrickson/ H. Harris/ M. Probizanski	10-15
7.1.3	Reconcile – N/A		
7.1.4	Other		
7.1.4.1	2026-2027 Order of Governance Policies for Review (097-26)	S. Pharand	16-17
7.1.4.2	Compliance Audit Committee Report (089-26)	S. Pharand	18
7.2	Chair's Reports – N/A		
7.3	Student/Indigenous Student Trustee Reports		
7.3.1	Indigenous Student Trustee – September Report (094-26)	C. Price	19-20
7.3.2	Student Trustee - September Report (095-26)	B. Bruce	21-22
7.4	Reports of Standing Committees		
7.4.1	Special Education Advisory Committee Nomination Process (092-26)	M. Probizanski	23-25
7.4.2	Special Education Advisory Committee Request for Approval of Correspondence to the Ministry of Education (085-26)	M. Probizanski	26-29

	<u>Resource Person</u>	<u>Pages</u>
7.5 Reports of External Board or Agency Representation		
7.5.1 Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
8. REPORTS OF SPECIAL (AD HOC) COMMITTEES – N/A		
9. SPECIAL ORDERS – N/A		
10. UNFINISHED BUSINESS AND GENERAL ORDERS – N/A		
11. NOTICE OF MOTIONS – N/A		
12. ANNOUNCEMENTS	R. Oikonen	Verbal
13. ADJOURNMENT	R. Oikonen	Verbal

LAKEHEAD DISTRICT SCHOOL BOARD
MINUTES OF REGULAR BOARD MEETING

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2026 JUN 23
7:30 p.m.

TRUSTEES PRESENT:

Ron Oikonen (Chair)
Ellen Chambers
Gary Christian
Pat Johansen

Donica LeBlanc
George Saarinen
Ryan Sitch
Trudy Tuchenhausen
Breanna Bruce (Student Trustee)
Eryn Genno (Indigenous Student Trustee)

ABSENT WITH REGRETS:

Scottie Wemigwans (Indigenous Trustee)

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Chief Executive Officer
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 Oikonen at 7:10 p.m.

2. **Disclosure of Conflict of Interest:**

None.

3. **Approval of Agenda**

Moved by Trustee Tuchenhausen

Seconded by Trustee LeBlanc

"THAT the Agenda for Regular Board Meeting, June 23, 2026, be approved."

CARRIED

4. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Chambers

Seconded by Trustee Sitch

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

- Confirmation of Committee of the Whole – Closed Session Minutes - Special Board Meeting – April 30, 2026*
- Confirmation of Committee of the Whole – Closed Session Minutes - Special Board Meeting – May 5, 2026*
- Confirmation of Committee of the Whole – Closed Session Minutes - Regular Board Meeting – May 26, 2026*
- Legal Matter*

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 – 7:10 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 Tuchenhausen

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

‘THAT Lakehead District School Board approve the following:

- Confirmation of Committee of the Whole – Closed Session Minutes - Special Board Meeting - April 30, 2026*
- Confirmation of Committee of the Whole – Closed Session Minutes - Special Board Meeting - May 5, 2026*
- Confirmation of Committee of the Whole – Closed Session Minutes - Regular Board Meeting - May 26, 2026*

CARRIED

7. Land Acknowledgement

Trustee Sith read the Land Acknowledgement.

8. Trustee Declaration and Oath of Allegiance

Trustee Gary Christian recited the Declaration and Oath of Allegiance. Sherri-Lynne Pharand, Secretary of the Board, declared the Board legally constituted.

9. Consent Agenda

Moved by Trustee LeBlanc

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the consent agenda, items 9.1 and 9.2 as presented.”

CARRIED

10. Delegations/ Presentations

10.1 Ontario Public School Board Association's Outstanding Service Award – Keith Nutley

The following recipient was presented with an Ontario Public School Boards' Association Outstanding Service Award. The award was presented by Vice Chair LeBlanc:

- Keith Nutley

10.2 Trustees' Character Award – Joanna Martin and Kelsi Soldera

Trudy Tuchenhausen, Trustee, presented Joanna Martin and Kelsi Soldera, Grades 7 and 8 Teachers, Kakabeka Falls Public School, with the Trustee Character Award for their excellence, dedication and commitment to scientific education.

10.3 Trustees' Recognition Awards – Matthew Gourley, Abigayle Nelson, Avery Kydd, Celeste Marcon, Freya Mannisto, Brody Horihan

George Saarinen and Ellen Chambers, Trustees, presented Matthew Gourley, Abigayle Nelson, Avery Kydd, Celeste Marcon, Freya Mannisto and Brody Horihan, Secondary Students, Lakehead Public Schools, with the Trustee Recognition Award for representing Lakehead Public Schools and our entire region with excellence at the 2026 Canada-Wide Science Fair in Edmonton, Alberta.

11. Reports

11.1 Chief Executive Officer's Reports

11.1.1 Belong

11.1.1.1 Annual Review of the Plan to Deliver Special Education Programs and Services (062-26)

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

11.1.1.2 French as a Second Language (075-26)

Heather Harris, Superintendent of Education: Early Years and Elementary Education, presented the report. All trustees' questions were addressed.

11.1.2 Succeed

12.1.2.1 Math Achievement Action Plan (076-26)

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

11.1.3 Reconcile – N/A

11.1.4 Other

12.1.4.1 Policy Review – 3074 Expense and Travel Reimbursement Policy (081-26)

Moved by Trustee Christian Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the 3074 Expense and Travel Reimbursement Policy, Appendix A to Report No. 081-26.”

CARRIED

11.2 Chair's Reports – N/A

11.3 Student/Indigenous Student Trustee Reports

11.3.1 Indigenous Student Trustee June Report (077-26)

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

- highlights from her final year as Indigenous student trustee;
- facilitating a leadership activity with Student Trustee Bruce and Anthony Jeethan, Human Rights & Equity Advisor; and
- participated in the Grade 8 Reach Ahead virtual meeting alongside Trustee Saarinen and Student Trustee Bruce.

11.3.2 Student Trustee June Report (078-26)

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

- highlights of her first term as student trustee;
- attending the Pride flag raising with Indigenous Student Trustee Genno at Superior Collegiate and Vocational Institute; and
- participating in the selection process, with Indigenous Student Trustee Genno, for the incoming Indigenous student trustee.

11.4 Reports of Standing Committees

11.4.1 Special Education Advisory Committee Minutes – May 20, 2026

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

11.4.2 Recommendations from the Finance Committee (074-26)

Moved by Trustee Saarinen

Seconded by Trustee LeBlanc

“That Lakehead District School Board approve the 2026-2027 Operating and Capital Budget of \$181,745,016 as presented.”

CARRIED

11.4.3 Recommendations from Coordinating Committee – Board Advisory Committee Meeting and Regular Board Meeting Dates September 2026 (080-26)

Moved by Trustee Chambers

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the following dates for the Board Advisory Committee Meeting and the Regular Board Meeting in September of 2026:

- *Board Advisory Committee Meeting Tuesday, September 8, 2026;*
- and*
- *Regular Board Meeting Tuesday, September 22, 2026.”*

CARRIED

11.5 Reports of External Board or Agency Representation

11.5.1 Ontario Public School Boards’ Association (OPSBA) Report

Trustee Sitch provided Board members with the following update:

- Trustee Sitch informed Board members that he has stepped down as the OPSBA representative and that Trustee Tuchenhausen will be the new OPSBA representative.

Trustee Saarinen informed Board members that he is the new OPSBA vice chair for the Northwest Region.

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

13. Special Orders – N/A

14. Unfinished Business/ General Orders – N/A

15. Notices of Motion – N/A

16. Announcements

16.1 Chair Oikonen informed the Board that the following events were attended by trustees, and senior administration:

- June 10, 2026 – Superior Collegiate and Vocational Institute’s Scholarship and Awards night – Trustee Chambers attended on behalf of the Board;
- June 11, 2026 – McKenzie Public School’s Annual Community BBQ – Trustee Johansen attended on behalf of the Board;
- June 17, 2026 – Lakehead Adult Education Centre’s Convocation Ceremonies – Trustee Saarinen attended on behalf of the Board;
- June 19, 2026 – Tbaytel for Good award announcement event at Bight restaurant – Superintendent Probizanski attended on behalf of the Board; and
- Trustee Sitch informed the Board that the Director’s Performance Appraisal was complete and ready to send to the Ministry of Education.

Upcoming events:

- June 24, 2026 – Superior Collegiate and Vocational Institute and the Supervised Alternative Learning (LAPS) Convocation - Trustee Johansen will attend on behalf of the Board; and
- June 25, 2026 – Westgate Collegiate and Vocational Institute’s Convocation - Trustee LeBlanc will attend on behalf of the Board.

17. Adjournment

Chair Oikonen declared the meeting adjourned at 9:37 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 096-26

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 September 8, 2026, and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW – 2010 GOVERNANCE POLICY DEVELOPMENT AND REVIEW (090-26)

“That Lakehead District School Board approve the 2010 Governance Policy Development and Review, Appendix A to Report No. 090-26.”

2026 MUNICIPAL ELECTION – HONORARIA FOR BOARD MEMBERS 2026-2030 (086-26)

“That Lakehead District School Board:

- 1. Approve the maximum level of honoraria for the new term of office, November 3, 2026 to November 30, 2030, for trustees of Lakehead District School Board.*
- 2. Approve the maximum additional amounts for the new term of office, November 3, 2026 to November 30, 2030, for the chair and vice chair of Lakehead District School Board.*
- 3. Approve a maximum of \$50.00 for attending each meeting of a committee of the Board that is required to be established by an Act or a regulation made under an Act for the new term of office, November 3, 2026 to November 30, 2030.”*

LAKEHEAD DISTRICT SCHOOL BOARD GOVERNING BYLAWS (088-26)

“It is recommended that Lakehead District School Board approve:

- 1. That the bylaw amendments including conforming amendments, with the proviso attached, as proposed by the Governing Bylaws Ad Hoc Committee, be adopted in gross and if adopted, the changes shall not take effect until the end of the meeting.*
- 2. That amendments to Article I, Article V, Article VI, Article VII, Article VIII, Article IX, Article X, Article XII and Article XIV be adopted in gross, and if adopted, the changes shall not take effect until the end of the meeting.*
- 3. That the executive secretary be authorized to correct article and clause designations, punctuation, cross-references and to make such other technical and conforming changes, as may be necessary to reflect the intent of the Board of Trustees in connection with the Education Act or its Regulations.”*

**2026-2027 BOARD ADVISORY COMMITTEE AND REGULAR BOARD MEETING
SCHEDULE (084-26)**

That Lakehead District School Board approve the 2026-2027 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 084-26.”

**CHIEF EXECUTIVE OFFICER PERFORMANCE APPRAISAL AD HOC COMMITTEE
(087-26)**

“The Board Advisory Committee recommends the adoption of the following motion:

- 1. That the establishment of the Chief Executive Officer Performance Appraisal Ad Hoc Committee be deferred to the Board Advisory Committee Meeting November 10, 2026.*
- 2. The deferral is being requested due to Lakehead District School Board’s Inaugural Board Meeting being held on November 3, 2026.”*

Respectfully submitted,

DONICA LEBLANC
Chair, Board Advisory Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 093-26

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

RE: SUMMER LEARNING PROGRAMS K-12

1. Background

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

2. Situation

2.1 Elementary Summer Learning

The Elementary Summer Learning Program was offered at three elementary schools: Sherbrooke Public School, École Gron Morgan Public School and Ogden Community Public School. Programming was available for students from Pre-Kindergarten to Grade 6, providing continued opportunities for learning, connection, and engagement throughout the summer. The camps ran from July 2 to July 17, 2026.

Building on the success of the French Immersion Summer Camp introduced last year, programming expanded to two camps this year. The camps provided increased access to summer learning opportunities for students in Grades 1–3 enrolled in French Immersion, allowing them to continue developing their French language skills through engaging and interactive learning experiences.

The Kindergarten Summer Learning Program was offered at two sites and staffed by teachers, early childhood educators and student support professionals (SSPs). The program provided additional time and support for students transitioning into kindergarten, as well as extended learning opportunities for students who would benefit from continued experience in a kindergarten setting. The program welcomed students entering both year one and year two of kindergarten, with a focus on building confidence, independence, familiarity with routines and readiness for the school year ahead.

2.2 Armstrong/Whitesand First Nation Reach Ahead Credit

Students in Grades 8 and 9 living in Armstrong and Whitesand First Nation were given the opportunity to participate in summer programming at the Armstrong Recreation Centre. This program was scheduled to run from July 6 to July 24, 2026, but with the wildfire season of 2026, the program moved to Westgate Collegiate and Vocational Institute (CVI) and finished on July 31. The program engaged students in experiential learning, career exploration and literacy and numeracy skill development which resulted in the earning of a Grade 9 credit: Learning Strategies 1: Skills for Success in Secondary School (GLS 101) or a Grade 10 credit: Learning Strategies (GLD20).

Students in Grades 11 and 12 living in Armstrong and Whitesand First Nation were given the opportunity to explore the culinary arts with Chef Rebello and his team. A five-week program was designed in partnership with Whitesand First Nation and was scheduled from July 6 to August 7, 2026. The program moved to Westgate CVI shortly after students arrived in Thunder Bay after being displaced by wildfires.

2.3 Grade 8 First Nations, Métis and Inuit Reach Ahead Credit

All students entering Grade 9 in September 2026, who self-identify as First Nations, Métis or Inuit (FNMI), were offered the opportunity to earn a reach ahead credit over the summer. The program ran for two weeks from August 17 to August 28, 2026, and provided students with an opportunity to earn the Individual and Family Living Credit (HIF101), as well as gain familiarity with their school and build relationships with peers and staff before September.

2.4 Focus on Youth Project

The Focus on Youth Project is a seven-week summer cooperative education program that ran from July 2 to August 20, 2026, for secondary students identified by school staff as possibly facing academic, financial or personal challenges to employment, school engagement and achievement. This project provided students with secondary credits in cooperative education and paid employment where they were responsible for growing, harvesting, and marketing food in the Urban Farm Project with Roots Community Food Centre.

2.5 E-Learning and Co-operative Education

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

2.6 Special Education Programming

Student Support Professionals (SSPs) played an important role in supporting the diverse learning needs of students participating in Summer Learning Programs. There were SSPs available in nearly every classroom and worked collaboratively with educators to provide responsive support across both academic and non-academic learning opportunities.

Lakehead Public Schools once again partnered with Superior Life Skills to provide targeted social skills programming for some of our students. This program focused on emotional regulation through structured, yet engaging learning experiences.

2.7 Mental Health Programming

The mental health team offered three one week summer programs serving 50 students in three different age groups. The camps were staffed by members of the mental health team including social workers and a child and youth worker as well as additional SSPs to ensure appropriate student-to-staff ratios. Each program focused on different wellness initiatives focusing on skill building, positive peer relationships, emotion regulation, feeling recognition and coping strategies.

Mental health summer staff offered a wellness group for female identifying students aged 13 and 14 years old, an emotion focused camp for students aged 2 to 9 years old and a feeling recognition and coping group for students aged 5 and 6 years old. These camps included partnerships and collaboration with organizations and businesses in the community who provided activities related to wellness, the arts, science and recreation.

Mental health summer programming was open to all students in the appropriate age groups on a first come first serve basis, transportation to and from the programs and lunch was provided to eliminate any potential barriers caregivers may face in enrolling their children in summer activities.

3. Student Results

3.1 Elementary Summer Learning

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

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

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

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

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

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

3.3 Armstrong/Whitesand First Nation Reach Ahead Credit

Fifteen learners from Lakehead Public Schools (LPS) secondary schools earned their GLS 101 credit and engaged in programming that paired robust experiential learning opportunities with a strong classroom component exploring literacy, numeracy and career pathway exploration.

Students experienced many skilled trade opportunities, participated in programming at Fort William Historical Park and the Thunder Bay Art Gallery while also harnessing their problem solving, teamwork and communication skills both in classroom and at the Countdown Escape Rooms.

3.4 Armstrong/Whitesand First Nation Culinary Experience

Four students earned either a GWL3O or GLN4O credit while exploring the culinary arts with Chef Rebello and his team of chefs.

Students experienced the expectations and routines of a professional kitchen while developing foundational culinary skills such as deboning a chicken, preparing stocks and gravies, crafting delicious and nutritious entrées, and creating elaborate pastries.

3.5 Focus on Youth

Twelve students took part in this seven-week paid cooperative learning program and were partnered with Roots to Harvest in the Urban Farm Project; 12 students earned 24 credits through this program. Students strengthened employability skills and developed life skills while participating in this unique learning environment.

3.6 Co-operative Education

Seventy-four co-operative education credits were granted, including 24 from Focus on Youth and 50 from secondary summer co-operative learning.

3.7 E-Learning

One hundred and seventy-four e-learning credits were granted to LPS secondary students and 250 e-learning credits were granted to secondary students outside of our board.

4. Next Steps

- 4.1 Lakehead District School Board will continue to offer summer programs based on funding so that every student has extended opportunities to succeed.
- 4.2 Lakehead District School Board will continue to focus on closing gaps in credit accumulation and strengthening academic skills to ensure students have increased opportunities to engage in learning and gain credits.
- 4.3 Lakehead District School Board will continue to promote opportunities for students to plan for future education, career/life goals, and to build on skills necessary for future success through summer programming.

Conclusion

The Lakehead District School Board's summer learning programs provide meaningful opportunities for students to strengthen literacy and numeracy skills while building confidence, independence, relationships and a sense of belonging. Through engaging learning experiences and strong community partnerships, these programs support both academic achievement and student well-being. Lakehead District School Board remains committed to providing responsive opportunities that help students build the skills, confidence, and connections they need for continued success.

Respectfully submitted,

JENNIFER MIKUS
Student Success Lead

KALI BERNST
Principal of Indigenous Education and Program

SARA CURTIS
Principal of Special Education

SAMANTHA PEOTTO
Manager of Lakehead Adult Education Centre

MEGAN SEMENIUK
Mental Health Lead

MAGGIE FREDRICKSON
Superintendent of Education

HEATHER HARRIS
Superintendent of Education

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Chief Executive Officer

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 097-26

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

RE: 2026-2027 ORDER OF GOVERNANCE POLICIES FOR REVIEW

1. Background

At the June 9, 2026, Board Advisory Committee the 2026-2027 Governance Policies for Review were presented with seasonal dates.

At the September 8, 2026, Board Advisory Committee the 2026-2027 Board Meeting Schedule was approved.

2. Situation

Attached as Appendix A, is the updated 2026-2027 Governance Policies for Review.

RECOMMENDATION:

It is recommended:

“That Lakehead District School Board approve the 2026-2027 Governance Policies for Review, Appendix A to Report No. 097-26”.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Chief Executive Officer

2026–2027 ORDER OF POLICIES FOR REVIEW						
Draft Policy to Constituents	Policy Input Due Date	Board Advisory Committee Meeting	Regular Board Meeting	Policy #	Name of Policy	Superintendent
September 22	October 16	November 10	November 24	3095	Student Trustee	S. Pharand
				3092	Privacy and Information Management	K. Alaksa
November 13	December 18	January 26	February 23	3100	Accessibility	K. Alaksa
				3093	Electronic Information Security	K. Alaksa
February 5	March 5	March 23	April 27	3002	Annual Evaluation of the Director of Education	S. Pharand
				3040	Transportation	K. Alaksa
March 12	April 16	May 25	June 22	7040	Violence in the Workplace	M. Probizanski
				7030	Human Rights and Workplace Harassment	M. Fredrickson

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 089-26

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

RE: COMPLIANCE AUDIT COMMITTEE REPORT

1. Background

- 1.1 The Ontario Municipal Elections Act, 1996, Section 88.37, states that a district school board or municipality establish a Compliance Audit Committee by October 1, that is “no fewer than three and not more than seven members and shall not include employees or officers of the municipality or local board, members of the council or local board, or any persons who are candidates in the election for which the committee is established.”
- 1.2 The purpose of the committee is to hear and decide on applications for compliance audit of a candidate’s expenses.

2. Situation

- 2.1 The Compliance Audit Committee typically is comprised of a solicitor, an accountant and someone with municipal governance experience.
- 2.2 The Compliance Audit Committee services will only be required if there was an application made to be a qualified elector.
- 2.3 The appointed members would be entitled to the same indemnification benefits of other Board committee members.

RECOMMENDATION:

It is recommended that Lakehead District School Board appoint Norm Gale, John Friday and Yves Fricot as members of the Lakehead District School Board Compliance Audit Committee.

Respectfully submitted,

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 094-26

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

RE: INDIGENOUS STUDENT TRUSTEE – SEPTEMBER REPORT

1. Introduction

I was ecstatic to be selected as the 2026-2028 Indigenous student trustee. My way of leadership is heavily rooted in following the Seven Grandfather Teachings, which remind all of us that change occurs when we work together in respect, honesty and humility. I am fully prepared to dedicate myself to fostering a space where every student feels heard, especially our Indigenous youth. I promise to act as a strong and responsible advocate for our students and our Lakehead District School Board community.

2. Objectives

Throughout my term as Lakehead District School Board's Indigenous student trustee, my priority is to serve the community by being a welcoming and approachable presence for all students. I aim to help provide our youth with long-lasting relationships across our schools, creating safe spaces for all.

2.1 This year, I am looking forward to attending Westgate Collegiate and Vocational Institute's (CVI) student senate. By attending Westgate CVI student senate, I hope to better connect with student voice, and connect with a wider variety of students to make sure all our students feel heard.

2.2 I plan to work alongside the Northwestern Ontario Regional Science Fair (NWORSF) as the First Nations, Métis and Inuit (FNMI) student representative, I aim to foster stronger connections across our schools and be a voice for our Indigenous scientists. By making a keynote of the importance of self-identifying as Indigenous, and encouraging students to research into Indigenous sciences, I hope to be an inspiration to our students and encourage them to stay curious.

- 2.3 I'm looking to further build connections with the community, to keep our students aware of events that are happening and help them build long lasting connections. I've already began implementing this, by creating a community resource bulletin board within Westgate CVI. On this bulletin board I've began to put up upcoming events, monthly program calendars, mental health supports and my contact information so students can connect with me if they'd like to. I hope to continue this board throughout my term and keep it up to date.
- 2.4 I hope by attending Westgate CVI's Social Justice and Gender and Sexuality Alliance I can incorporate our student concerns into long lasting impacts. I would create spaces, meetings and ideas that help fight issues that our students face day to day.
- 2.5 By connecting with local Ojibwe language speakers as well as our Ojibwe classes, I aim to have a key focus on language revitalization. By connecting students with local language speakers and by featuring a new Ojibwe word of the day every day, I will be steadily integrating more Ojibwe language in our schools.

3. Conclusion

In conclusion, I am truly honoured to be selected as Lakehead District School Board's Indigenous student trustee. I am thankful that Lakehead District School Board has a position for Indigenous students to have someone to ensure that their voices are heard. I look forward to serving my fellow students, making long lasting impacts and giving students a chance to be heard.

I know that regardless of what my term has in store for me, it will be an amazing year!

Miigwetch!

Respectfully submitted,

CAMERON PRICE
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 095-26

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

RE: STUDENT TRUSTEE – SEPTEMBER REPORT

1. Introduction

After a wonderful summer, I am proud to be returning for yet another term as the Lakehead District School Board's student trustee. This position is an immense responsibility, and I am forever thankful for the opportunity to continue with it. Going into this term, I'm feeling more equipped to take on the challenges that come with being a student trustee and am excited to navigate any changes that occur. The past year has given me much to reflect on, and I know the opportunities provided and the guidance I received from you all will help with my decisions and objectives for the year this time around. Moreover, I'm thrilled to begin working with Indigenous Student Trustee Price. He has such wonderful ideas, and I am positive he will achieve much greatness as he steps into this role. Overall, I cannot wait to see where the year takes us and thank you for putting your trust in us.

2. Objectives

- 2.1. To remain organized throughout the year, I hope to make a set calendar of objectives at the beginning of each month. This way, I can actively track my progress when completing tasks and effectively manage my time. Last term, I found that when writing out all my objectives, I was able to complete more and connect more effectively. I feel deeply that staying organized will help me in achieving multiple goals throughout a semester and will aid me in communicating with the Board.
- 2.2. Also, this term, I will aim to reinstate the secondary school student senate and ensure the continuation of our Board wide student senate. I firmly believe these events better our school communities and will help students to see through another lens. I also believe that re-instating the secondary school senate would be helpful in effectively connecting secondary school students. I will be making efforts in the near future to see how we can make events like this possible.

2.3. Finally, this year I would like to go through with planning a virtual meeting for other student trustees in Northern Ontario. Now that the student trustee elections across our province have been completed, we have a better chance at having a successful meeting. It would be wonderful to hear different perspectives from student trustees and could open the door for a future council or more virtual meetings in years to come. Furthermore, this is a great way to help myself and Indigenous Student Trustee Price understand how different boards across Ontario function (potentially helping us in accomplishing more tasks or organizing further activities).

3. Conclusion

In full, I am excited for the year ahead as there is much to be accomplished. While I still aim to focus on connection throughout the schools, I will also be putting more effort into emphasizing the importance of education and attendance to make sure our students are successful. I will strive to make the most of my final year and will effectively manage my student trustee duties with my studies. I am thrilled to see everything the Lakehead Public School Board accomplishes this year and am forever proud to be a student of this Board.

Respectfully submitted,

BREANNA BRUCE
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 092-26

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE NOMINATION PROCESS

1. Background

- 1.1 Pursuant to Section 206 of the Education Act, the Board established a Special Education Advisory Committee (SEAC) in December 1982.
- 1.2 The purpose of the Special Education Advisory Committee (SEAC) is to advise and make recommendations to the Board on matters relating to the establishment, development, and delivery of special education programs and services for exceptional students, in accordance with Ontario Regulation 464/97, Special Education Advisory Committees.
- 1.3 The term of office for SEAC representatives shall coincide with the term of office of the Board, unless otherwise determined by the Board or as required to fill a vacancy.

2. Situation

- 2.1 Special Education Advisory Committee representatives will be appointed in conjunction with the new Board elected in the municipal election on October 26, 2026.
- 2.2 The superintendent responsible for SEAC will request, in writing, that each association currently represented nominates a representative and an alternate representative for the next four-year term.
- 2.3 To support the recruitment and appointment of qualified members to SEAC, the Board shall advertise vacancies and opportunities for nomination. An advertisement (Appendix A) will be posted on the Board's website, social media platforms, and other appropriate communication channels, inviting local associations, agencies, parents/guardians/caregivers, and community members to nominate or self-nominate candidates for consideration by the Board.

Conclusion

A report will be presented to the Board at its Regular Board meeting on November 24, 2026, seeking approval of appointments to SEAC for the next four-year term, which coincides with the Board's term of office.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Chief Executive Officer



**SEAC advocates
to the Board for
students with
unique needs and
abilities.**



CURRENT SEAC MEMBER AGENCIES

Anishnawbe Mushkiki
Autism Ontario
George Jeffrey Children's Centre
Children's Centre Thunder Bay
Dilico Anishinabek Family Care
Easter Seals
Learning Disabilities Association of Ontario
Fetal Alcohol Support Information Network
OPTIONS Northwest
Community Representative

As a standing committee of the Board, SEAC makes recommendations to the Board regarding the establishment, development and delivery of Special Education programs and services. SEAC is comprised of representatives from local associations, agencies, community representatives and Trustees who work together to improve educational outcomes for all students.

Membership Recruitment

Local associations/agencies, parents, guardians, caregivers, and community members are invited to nominate/self-nominate representatives to the Special Education Advisory Committee (SEAC).

The Vision of the Special Education Advisory Committee

SEAC members value and promote:

- nurturing the individual child's potential; and
- allowing full development of each child's innate personal integrity, love of learning, and creativity.

To qualify as a representative, a person must:

- be a Canadian citizen;
- be the full age of eighteen years;
- be a resident within the jurisdiction of the Board;
- be a public school elector; and
- not be employed by the Lakehead District School Board in any capacity.

SEAC nomination forms are available on our website at www.lakeheadschoools.ca. Nominations will be welcomed in person, by email or via mail to:

simona_serrao@lakeheadschoools.ca
Lakehead Public Schools: SEAC Nominations
2135 Sills St. Thunder Bay, ON P7E 5T2

Everyone is welcome at SEAC Meetings

SEAC Meeting takes place monthly, from September to June. Meeting schedule and agenda can be found on the Lakehead District School Board Website.

**For more information,
visit www.lakeheadschoools.ca or contact:**

Simona Serrao
simona_serrao@lakeheadschoools.ca



Committed to the success of every student

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE CHIEF EXECUTIVE OFFICER

2026 SEP 22
Report No. 085-26

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE REQUEST FOR APPROVAL OF
CORRESPONDENCE TO THE MINISTRY OF EDUCATION

1. Background

At the May 20, 2026, Special Education Advisory Committee (SEAC) meeting, a motion was put forth and passed for Lakehead District School Board (LDSB) SEAC to submit a letter to the Minister of Education, consistent with correspondences from other Special Education Advisory Committee's across Ontario, outlining concerns regarding the impact of Bill 33 and Bill 101 on special education programs and services. It was decided to send the advocacy letter to the Minister of Education by early Fall of 2026.

2. Situation

Attached as Appendix A to this report is the draft of the letter to the Minister of Education on behalf of LDSB SEAC.

3. Conclusion

The Special Education Advisory Committee respectfully requests that the Board approve the request to send the letter of advocacy (Appendix A) to the Minister of Education addressing the concerns regarding the impact of Bill 33 and Bill 101 on special education programs and services

RECOMMENDATION

It is recommended:

"That Lakehead District School Board approve the request from the Special Education Advisory Committee (SEAC) to send correspondence to the Minister of Education expressing concern regarding the impact of Bill 33 and Bill 101 on special education programs and services, as outlined in Report No. 085-26."

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Chief Executive Officer

[MONTH], [DATE], 2026

The Honourable Paul Calandra
Minister of Education
Ministry of Education
5th Floor, 438 University Avenue
Toronto, ON M7A 2A5
Via email: minister.edu@ontario.ca

Subject: Concerns Regarding Recent Legislation, Special Education Funding, and the Impact on Students with Special Education Needs

Dear Minister Calandra:

On behalf of the Lakehead District School Board's Special Education Advisory Committee (SEAC), we are writing to express our concern regarding Bill 33 and Bill 101, current funding structures and the impact on students with special education needs.

Bill 33 and Bill 101 together represent a significant shift toward increased centralization of decision-making within the Ministry of Education. These changes expand ministerial authority, reduce local discretion, and alter the role and influence of trustees. From a special education perspective, this shift raises serious concerns about accountability, responsiveness, and the ability of families to access timely and meaningful support.

For students with special education needs, governance structures are not abstract, they directly affect access to programs, services, and accommodations. Trustees play a critical role in ensuring public accountability and in providing families with an accessible, locally responsive avenue for advocacy when supports are not being delivered as required. Evidence from provincial advocacy highlights that many families rely on trustees to resolve barriers to access, particularly when supports are delayed.

SEACs are legislated advisory bodies that rely on meaningful access to local decision-makers in order to fulfill their role. Any reduction in local governance or shifts that limit transparency and responsiveness risk weakening the ability of SEACs to advocate effectively for students with special education needs.

In addition to governance concerns, Lakehead District School Board's SEAC is deeply concerned about the growing disconnect between student needs and current funding structures.

Across our schools, there is an increasingly complex and interconnected continuum of need between mental health challenges and special education needs. Many students require consistent, intensive support in order to access learning; however, they may not have a formal special education identification. These students often present with significant mental health needs, including anxiety, self-regulation challenges, and trauma-related impacts, which directly affect their ability to function safely and successfully within the classroom.

In practice, there is a significant overlap between these needs. While the funding frameworks treat mental health and special education as distinct areas, front-line support requirements do not align with these silos. Students with mental health needs frequently require the same type of in-class, consistent adult support that is traditionally funded through special education, most often through Educational Assistants.

As a result, school boards are increasingly required to rely on special education funding to meet the needs of students whose primary challenges may be mental health-related. This creates additional strain on already limited special education resources and contributes to broader challenges in meeting the needs of students with formally identified exceptionalities.

At present, mental health funding is largely directed toward professional services such as social workers and psychological supports. While these services are essential, they do not address the day-to-day, in-class support needs of students who require ongoing supervision, co-regulation, and assistance to access the learning environment safely.

In this province we need a dedicated staffing component within mental health funding, beyond professional service delivery models. It is important to recognize the blended and overlapping nature of student need, rather than maintaining rigid funding silos. We need resourcing that reflects the reality that students often require consistent, in-class human support in order to be successful.

Without this shift, boards will continue to rely on special education budgets to meet needs that extend beyond the scope of those allocations, further stretching already limited resources and impacting service levels for all students requiring support.

In light of the combined impacts of Bill 33 and Bill 101, we respectfully urge the Ministry to:

- Ensure that changes to governance structures preserve meaningful local accountability and responsiveness to families;
- Maintain clear and direct access for SEACs to decision-makers, regardless of governance model;
- Engage in broad and authentic consultation with SEACs, school boards, and communities prior to further implementation of these legislative changes;
- Ensure that funding models align with the actual complexity of student need, including the overlap between mental health and special education; and
- Develop a dedicated, sustainable staffing approach within mental health funding to support students whose needs extend beyond episodic professional services and require consistent in-school support.

A publicly funded education system must be structured in a way that allows all students to access meaningful learning, regardless of the nature of their needs. This requires not only adequate funding, but governance structures that remain transparent, accountable, and responsive to the students and families they serve.

We appreciate your attention to this important matter and would welcome ongoing dialogue on how best to support students with special education and mental health needs across Ontario.

Sincerely,

Suzanne Posthumus

Chair
Special Education Advisory Committee
Lakehead District School Board

Alina Cameron

Vice-Chair
Special Education Advisory Committee
Lakehead District School Board

cc: Lakehead District School Board Trustees

cc: Hon. Michael Parsa, Minister of Children, Community and Social Services (MCCSS)

cc: Ontario Special Education Advisory Committee (SEAC) Chairs