Office of the Superintendent of Education
Jim McCuaig Education Centre
2135 Sills Street, Thunder Bay, ON, P7E 5T2
Telephone (807) 625-5126 Fax (807) 623-7848

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING

Wednesday, October 21, 2026
Jim McCuaig Education Centre

Suzanne Posthumus
Chair

Alina Cameron
Vice Chair

AGENDA

PUBLIC SESSION
6:00 p.m. – Board Room/Microsoft Teams

		Resource Person	Pages
1.	CALL TO ORDER	S. Posthumus	
2.	DISCLOSURE OF CONFLICT OF INTEREST		
3.	APPROVAL OF THE AGENDA	S. Posthumus	
4.	LAND ACKNOWLEDGEMENT	S. Posthumus	
5.	DELEGATIONS/PRESENTATIONS – N/A		
6.	APPROVAL OF MINUTES – PUBLIC SESSION		
	• Special Education Advisory Committee - September 16, 2026	S. Posthumus	1-5
7.	UNFINISHED BUSINESS AND GENERAL ORDERS		
	• SEAC Guest Speaker Event – Update	M. Probizanski	
8.	WORK PLAN	All	6-10
9.	CORRESPONDENCE	S. Posthumus	11-38

- 3095 Student Trustee Policy;
- 3092 Privacy and Information Management Policy;
- Autism Ontario - World Autism Day announcement;
- October at Abiinojiishiik amino yawook EarlyON;
- Information : CRJMC, and upcoming SEAC (New) Term 2026-2030 reselection process (Due October 30, 2026, and November 2, 2026);
- Lakehead District School Board's SEAC Correspondence to Minister of Education; and
- Parent Involvement Committee (PIC) virtual event link: Jake Ernst Presentation - Raising Capable Kids in the Age of AI.

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		Resource Person	Pages
10.	NEW BUSINESS		
	10.1 Special Education Update	S. Curtis	
11.	INFORMATION/ INQUIRIES & ASSOCIATION REPORTS	All	
12.	SEAC BUDGET UPDATE	M. Probizanski	
13.	PARENT INVOLVEMENT COMMITTEE (PIC) UPDATE	T. Ingram/ S. Posthumus	
14.	EQUITY AND INCLUSIVE EDUCATION ADVISORY COMMITTEE UPDATE	S. Posthumus	
15.	BOARD UPDATE	Trustee	
16.	ADJOURNMENT		

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Jim McCuaig Education Centre — 2026 SEP 16
Board Room/Microsoft Teams — 4:00 p.m.

MEMBERS PRESENT:

Alina Cameron, Vice Chair	Anne Antenucci
Liz Tod	Michelle Blackburn
Scott McBean (Teams)	Sarah Niles
Trustee Trudy Tuchenhagen	Trustee Pat Johansen
Wendy Caroll (Teams)	Trustee George Saarinen (Teams)

OTHERS PRESENT:

Michelle Probizanski	Maggie Fredrickson
Simona Serrao	

ABSENT WITH REGRET:

Suzanne Posthumus, Chair	Sara Curtis
Tara Ingram	Miranda Myers

1. Call to Order

Alina Cameron, Vice Chair, called the meeting to order at 4:00 p.m.

2. Disclosure of Conflict of Interest

There were none.

3. Approval of the Agenda

Moved by Trustee Tuchenhagen — Seconded by Liz Tod

"That the agenda for the SEAC Meeting, September 16, 2026, be approved."

CARRIED

4. Land Acknowledgement

Alina Cameron, Vice Chair, acknowledged the lands and traditional territory.

5. Delegations and Presentations

5.1 Introduction of Special Education Team

- Michelle Probizanski, Superintendent of Education, announced that Sara Curtis has been appointed as the new Principal of Special Education, replacing Maggie Fredrickson, who has accepted a new role within the Board as Superintendent of Education. In the absence of Sara Curtis, Principal of Special Education, Maggie Fredrickson, Superintendent of Education, introduced the Special Education Team for the 2026-2027 school year.

5.2 Special Education Summer Camps

Maggie Fredrickson, Superintendent of Education, presented information regarding the Special Education Summer Camps. Highlights included:

- the **Kindergarten Summer Learning Program** provided support for students requiring additional practice before entering or progressing through kindergarten, with a focus on building confidence and independence;
- **Student Support Professionals (SSPs)** played an important role in supporting student learning throughout all summer programs; and
- The Board partnered with **Superior Life Skills** to provide targeted learning opportunities focused on emotional regulation.

SEAC members were provided with an opportunity to ask questions, all of which were addressed.

5.3 Transitions to School Program

Maggie Fredrickson, Superintendent of Education, provided an update on the Transitions to School Program. Schools implemented a variety of transition activities to support students and families as they prepared for the start of the school year. These activities provided opportunities for students to explore their new school environments, become familiar with classroom routines, and meet their teachers and SSPs.

The transition activities were well received, and students experienced successful transitions into their school settings.

SEAC members were provided with an opportunity to ask questions, all of which were addressed.

5.4 Delegations – N/A

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

6. Approval of Minutes

Moved by Anne Antenucci Seconded by Sarah Niles

"That the minutes of , June 10, 2026, SEAC meeting be approved."

CARRIED

7. Unfinished Business and General Orders

- SEAC Guest Speaker Event Update

  Michelle Probizanski, Superintendent of Education, provided an update regarding the proposed SEAC guest speaker event, following the member survey to gather feedback. Survey results indicated strong support for inviting Ruth Milles of Kaleidoscope as the guest speaker. Members were in agreement for a proposed November 2026 event date, with a virtual participation option available.

8. Work Plan

The updated 2025-2026 SEAC Work Plan was shared as part of the agenda package.

Michelle Probizanski, Superintendent of Education, invited members to review the 2025-2026 SEAC Work plan and consider any changes to the goals or additions for the 2026-2027 year.

Members were requested to bring forth suggestions at the next meeting.

9. Correspondence

Alina Cameron, Vice Chair, reviewed the SEAC correspondence that was distributed during the months of July and August 2026:

- Blue Water District School Board - Letter to Minister of Education Re: Special Education and Mental Health Funding;
- July at Abiinojiishiik amino yawook EarlyON;
- George Jeffery Children's Centre - Summer Program Flyers;
- Thames Valley District School Board - Letter to Minister of Education Re: Special Education Programs & Services Funding;
- August at Abiinojiishiik amino yawook EarlyON;
- 2026-2027 Parent Involvement Committee (PIC) Invitation to SEAC Members to serve as Representatives on PIC; and
- Raising Capable Kids in the Age of AI (Virtual Event), September 24, 2026.

10. New Business

10.1 Michelle Probizanski, Superintendent of Education, on behalf of Sara Curtis, Principal of Special Education provided the following Special Education update:

- smooth start to the school year;
- all SSP positions have been filled;
- the SSP Allocation Committee met in spring to support equitable staffing allocations across the system, a process that was well received by principals. The committee reconvened last week to review any emerging needs and will continue to meet regularly;
- two new Bridges classrooms have opened and are gradually transitioning students; and
- a new special education classroom was established at Sherbrooke Public School this school year.

Committee members were provided with an opportunity to ask questions, all of which were addressed.

11. Information/Inquiries & Association Reports

- Anne Antenucci provided the Autism Ontario update. World Autism Day this year is on April 2, 2027;
- Michelle Blackburn of George Jefferey Children's Centre provided their organizational update;
- Michelle Probizanski, Superintendent of Education, informed members of the ending of the current SEAC term and the new term beginning December 1, 2026 to November 15, 2030, and letters to each local association along with the nomination forms for member and alternate are forthcoming;
- Michelle Probizanski, Superintendent of Education, also advised members that, following recent changes to *Ontario Regulation 521/01*, members of statutory committees of district school boards are now required to obtain a Criminal Record and Judicial Matters Check (CRJMC). Additional information and supporting documentation will be provided by Simona Serrao, Executive Secretary; and
- Alina Cameron, Community Member, expressed concerns regarding the decision to move SEAC meetings to an earlier time, noting that daytime meetings may present attendance challenges for members who are not participating as part of their employment and may create barriers for participation.; and put forth the following motion:

"That the Special Education Advisory Committee (SEAC) meetings return to the former time of third Wednesday's at 6 p.m."

Moved by Alina Cameron Seconded by Anne Antenucci

CARRIED

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

12. SEAC Budget Update

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

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

14. Equity and Inclusive Education Advisory Committee Update – N/A

15. Board Update

Trustee Tuchenhagen, provided the following Board update from the recent Board Advisory Committee meeting held on September 8, 2026:

- The committee held its first meeting of the school year, which included introductions of new leadership members; and
- The Board meeting schedule has been revised to reflect changes to Trustee responsibilities resulting from recent legislative changes introduced by the Ministry of Education.

Committee members were provided with an opportunity to ask questions, there were none.

16. Adjournment

The meeting was adjourned at 5:27 p.m.

SEAC Work Plan 2026-2027

Draft: October 14, 2026

Goal 1	**Increase SEAC awareness and understanding of schools and Special Education Programs and Services**		
Strategies	• Invite schools to present information on the programs, services, and supports they provide for students, including a tour of their facilities, and consider holding SEAC meetings at participating schools.		
Indicators of Success	• SEAC members increase knowledge and understanding of services offered within the school community		
Timeline	2026-2027 School Year	**Responsible**	Chair, Vice Chair, Superintendent, Executive Secretary
Record of Progress			

DRAFT

Goal 2	**Advocate for students with special needs**		
Strategies	• Respond to current opportunities to advocate for students and families • Review and provide input into LDSB governance policies and corresponding procedures which are relevant to SEAC from September to June of each school year as outlined in the "Order of Policies for Development and Review" • If needed request policy review leads to attend and present policies and procedures at SEAC meetings		
Indicators of Success	• SEAC members have access to a platform which allows them to provide input into LDSB policies and procedures • SEAC members are invited to provide input into the LDSB budget		
Timeline	2026-2027 School Year	**Responsible**	All SEAC Members

Record of Progress

- Policy review process has been changed: Policies owned by the Board of Trustees under governance are reviewed by the Board as a whole. Administrative policies will be reviewed by Senior Teams. Policies under review are sent out to the committees of the Board for constituent input. The
- Drafts of governance policies and procedures under review are shared with SEAC as soon as they are shared by the Executive Secretary to the Board of Trustees - office of the CEO. These policy drafts will also be saved to the newly created SEAC Teams group – SEAC Virtual Binder.

DRAFT

Goal 3	**Improve parent/guardian/caregiver knowledge of Special Education and SEAC, and engage parents in supporting their child/children**		
Strategies	• Inform Parents / Guardians/ Caregivers of Current Board Initiative • Include SEAC meeting dates under “Upcoming Events” on the main page of LDSB website • Update SEAC and Special Education resources on Board website • Send SEAC information out to local organizations (i.e. role, meeting dates)		
Indicators of Success	• Feedback through SEAC Members • Participation level in SEAC events • Broader distribution of SEAC information within the community		
Timeline	2026-2027 School Year	**Responsible**	All SEAC Members, Superintendent, Executive Secretary

Record of Progress

- 2026-2027 SEAC meeting schedule has been uploaded to the LDSB website and is displayed under upcoming events monthly;
- SEAC Guest Speaker event is in the planning phase for a proposed November 2026 date.

DRAFT

Goal 4	**Keep SEAC materials current**		
Strategies	• Review and update binders on an annual basis (as needed) • Keep up to date Special Education information and resources which can be shared with students, parents/guardians/caregivers and schools.		
Indicators of Success	• SEAC materials are current and available for easy access		
Timeline	Ongoing	**Responsible**	All SEAC Members, Superintendent, Executive Secretary

Record of Progress

- Binders are up to date.
- As per SEAC's feedback in the 2025-2026 school year, LDSB administration responsible for SEAC has created a new SEAC Microsoft Teams group with a virtual binder for easy access and one point of quick reference for the SEAC binder and other correspondences that are shared by email. All SEAC members have been provided with access to it.

DRAFT

Goal 5	**Provide input to the Board, organizations, agencies and committees as requested.**		
Strategies	• Engage with other bodies to support special needs students		
Indicators of Success	• Requests for SEAC engagement have been addressed.		
Timeline	Ongoing	**Responsible**	All SEAC Members, Superintendent, Executive Secretary

Record of Progress

- Selected SEAC representatives attend Parent Involvement Committee (PIC) meetings, and Equity and Inclusive Education Advisory Committee meetings; and
- SEAC provides input on the annual proposed budget with the opportunity of submitting budget feedback for consideration.

DRAFT

SEAC

CORRESPONDENCE

Lakehead Public Schools

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M E M O R A N D U M

DATE: September 23, 2026

FROM: Donica LeBlanc
Chair, Board Advisory Committee

RE: **Constituent Input Policy Deadline – October 16, 2026**

Enclosed please find copies of the following governance policies for review:

- ***3095 Student Trustee Policy***
- ***3092 Privacy and Information Management Policy***

Input received will be considered for inclusion by the Lakehead District School Board's (LDSB) Board Advisory Committee Meeting of November 10, 2026. The draft policies will be presented to the Board for approval at the Regular Board Meeting of November 24, 2026. Upon approval, the policy will be published according to LDSB procedures.

You may also access the policies by clicking on the following link:

https://www.lakeheadschools.ca/board-2/policies-and-procedures/

Please review the enclosed documents and forward written comments to:

Donica LeBlanc
Chair, Board Advisory Committee
c/o Kelly Stewart Doromko
Office of the Director
Jim McCuaig Education Centre
Email: kelly_stewartdoromko@lakeheadschools.ca

If responding by email, please indicate "Policy Review Input" in the subject line.

BUSINESS AND BOARD ADMINISTRATION | 3000

STUDENT TRUSTEES POLICY | 3095

1. Rationale

Ontario Regulation 7/07 S. 2 (1) states:

"The Board shall develop and implement a policy providing for matters relating to student trustees and to the payment of honoraria for student trustees."

2. Policy

It is the policy of Lakehead District School Board (LDSB) that, in accordance with Ontario Regulation 7/07 S.3, the Board shall have two student trustees**,** which includes one Indigenous student trustee who self-identifies as First Nations, Métis, or Inuit (FNMI) elected by students who voluntarily self-identify as FNMI.

3. Guidelines

3.1 The chair of the Board will assign a trustee mentor who will provide Board-based orientation and meet regularly with the student trustee.

3.2 The student trustee shall attend public sessions of regular meetings of the Board and may attend meetings of its committees. A student trustee is not entitled to be present at a meeting that is closed to the public in accordance with the Education Act under section 207 S.(2) (b) as amended.

b) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or their parent or guardian.

3.3 The student trustee shall act in concert with other elected trustees to examine and discuss issues leading to a vote at public meetings of the Board, unless the student trustee has a conflict of interest. A student trustee is entitled to require that a matter before the Board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be:

a) a recorded non-binding vote that includes the student trustee's vote; and
b) a recorded binding vote that does not include the student trustee's vote.

3.4 The student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits, and if no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

3.5 The student trustee shall follow trustee protocols when dealing with complaints, questions or suggestions regarding a school or service.

3.6 The student trustee shall be provided with support services afforded trustees.

3.7 The student trustee shall be afforded expenses by Board practice.

3.8 The Board shall pay an honorarium as per Student Trustee Ontario Regulation 7/07 S.2 (1).

3.9 The student trustee will have access to training opportunities that are offered to trustees.

3.10 The student trustee is entitled to attend one out-of-town conference and may apply to attend an additional conference. If the student trustee is under the age of 18, a parent or trustee must agree to attend as a supervisor.

4. Qualifications

A student trustee is qualified if they are:

(a) a Canadian citizen;
(b) currently in or entering the senior division in a LDSB school; and
(c) a full-time student or an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulation of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced.

5. Term

The term of office will begin August 1 of the year in which the student trustee is elected and ends on July 31 of the following year. The student may be re-elected for a second year if they meet the qualification requirement.

If the Board has two student trustees with terms of two years, the Board will stagger the terms where possible.

6. Selection Process

6.1 The office of the director shall coordinate the interview process to select two student trustees.

6.2 The student councils from each secondary school shall invite applications for a student trustee. The Indigenous Student Leadership Team from each secondary school shall invite applications for a student trustee who voluntarily self-identifies as FNMI.

6.3 In consultation with the staff advisor, a students' council and the Indigenous Student Leadership Team shall conduct the process for election of its nominee, and submit its nomination to the office of the director.

6.4 The interview committee shall consist of:

- the presidents of secondary school student councils, or a student council designate;
- a designate of each secondary school's Indigenous Student Leadership Team; and
- the outgoing student trustee, if they are not seeking another term.

6.5 The selection process for the student trustee position for a one-year term shall be completed no later than the last day of February each year. The selection process for the student trustee position for a two-year term shall be completed no later than April 30 each year.

7. Responsibilities

7.1 The student trustees shall act in accordance with the Procedural By-Law of the Board.

7.2 The student trustees shall act on behalf of the Board only when authority has been specifically delegated by the chair of the Board.

7.3 The student trustees shall endeavour to obtain a broad view for students' input to be presented to the Board.

7.4 The incumbent student trustees will work with the incoming student trustees, who will be encouraged to attend Board meetings as an observer prior to their term.

PRIVACY AND INFORMATION MANAGEMENT POLICY

3092

1. Rationale

Lakehead District School Board (LDSB) only collects personal information when it is necessary for the education of students, for the employment of LDSB employees or as required and authorized by law. Lakehead District School Board operates under the authority of the Education Act and its associated regulations.

The management of personal information collected by LDSB for these purposes is in accordance with the provisions of the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Personal Health Information Protection Act (PHIPA), the Occupational Health and Safety Act (OHSA), and the Child, Youth and Family Services Act (CYFSA).

2. Policy

It is the policy of LDSB to collect, use, retain and disclose personal information in the course of meeting its statutory duties and responsibilities. Lakehead District School Board is committed to the protection of privacy.

3. Guidelines

The protection of personal information held by LDSB is guided by the following principles:

3.1 Accountability and Responsibility

Under MFIPPA, LDSB is responsible for the security of personal information under its custody and control and may designate individuals within LDSB who are accountable for compliance with privacy legislation.

Under PHIPA, LDSB is responsible for the security of personal health information under its custody and control and may designate individuals within LDSB as agents to assist with compliance to privacy legislation.

3.2 Specified Purposes

Lakehead District School Board shall identify the purpose(s) for which personal information is collected, and individuals shall be notified of the purposes and any other information required by law at or before the time personal information is collected.

3.3 Consent

Personal information is collected for the provision of educational services to students and for the purpose of employment for staff and volunteers. The knowledge and, in some cases, the consent of an individual is required for the collection, use, retention, and disclosure of personal information, except where otherwise permitted by law.

3.4 Limiting Collection

Lakehead District School Board shall limit the collection of personal information to that which is necessary for its specified purposes in accordance with its statutory duties and responsibilities.

3.5 Limiting Use, Retention, and Disclosure

Lakehead District School Board shall not use, retain, or disclose personal information for purposes other than those for which it was collected, except with the consent of the individual or as authorized or required by law. Lakehead District School Board shall retain personal information in accordance with the legislated requirements under the most appropriate Act and LDSB retention schedule.

3.6 Accuracy

Lakehead District School Board shall ensure that personal information is accurate, complete, and up to date in order to fulfill the specified purposes for its collection, use, disclosure and retention.

3.7 Safeguards

Lakehead District School Board shall ensure that personal information is secured and protected from unauthorized access, use, disclosure, and inadvertent destruction by adhering to safeguards appropriate to the sensitivity of the information.

4. Review

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

Cross Reference	***Date Approved***	***Legal Reference***
	May 26, 2015 ***Date Revised*** June 5, 2023	*Education Act* *Municipal Freedom of Information and Protection of Privacy Act* *Personal Health Information Protection Act* Occupational Health and Safety Act Child, Youth and Family Services Act Ontario Student Record (OSR) Guideline

PRIVACY AND INFORMATION MANAGEMENT PROCEDURES

1. Policy

It is the policy of Lakehead District School Board (LDSB) to collect, use, retain and disclose personal information in the course of meeting its statutory duties and responsibilities. Lakehead District School Board is committed to the protection of privacy.

2. Definitions

2.1 General Information

General information refers to recorded information in the LDSB's custody and/or control that is not of a personal nature and is not exempt from public access under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) unless an access exemption under this or other legislation applies. Examples of general information that can be routinely released include: LDSB and Ministry policies, guidelines and memorandum, or information on school events and programs.

2.2 Personal Information

Personal information is any recorded information that renders an individual identifiable. Examples of personal information that need protection include: Ontario Student Records, psychological and other health related assessments, student discipline related information, staff banking information, vendor and supplier resumes. Note that most employment related and employee related information is excluded from the access provisions of MFIPPA.

2.3 Record

Any record of information, however recorded, whether printed, on film, by electronic or other means. Examples include: written correspondence, pictures/photographs, sound and video recordings.

3. Accessing General Records

In general, staff, students and the general public shall be granted access to general information by making a formal application under MFIPPA:

- all requests should be forwarded to the Freedom of Information (FOI) Officer; and
- if a formal request requires extensive research and/or photocopying, fees may be charged consistent with the fee schedule set out in MFIPPA and its regulations.

4. Collecting and Accessing Personal Information

4.1 In accordance with MFIPPA, when personal information is collected on behalf of the Board, the Board shall inform the individual of:

- the legal authority for the collection;
- the principal purpose(s) for which the information is to be used; and
- the person to contact should additional information be required regarding the collection.

4.2 Physical records of personal information shall be secured in locked cabinets or otherwise controlled within a restricted area. Strong computer passwords or pass phrases containing letters, numbers and special characters should be used as appropriate. Where possible, multi-factor authentication should be used along with passwords to provide additional security.

4.3 Personal Information shall be stored by LDSB until such time as legislated under the appropriate Act, or in line with LDSB retention schedule. When required to dispose of personal information, LDSB shall do so in a manner that irreversibly destroys the media which stores personal information, so that it cannot be reconstructed or recovered in any way.

4.4 Access to personal information shall be restricted to:

- the individual about whom the information relates;
- Lakehead District School Board personnel who required access to specific information in the course of their work; and
- other individuals, only in accordance with MFIPPA.

4.5 Students, and parents/guardians of students under the age of 16, shall be granted access to their child's personal information without filing a formal request under MFIPPA. Appropriate personnel must be present to supervise the review of the Ontario Student Record. See Appendix A – Access to/Use of/Disclosure of Student Information.

4.5.1 Parents/guardians of students between the ages of 16 and 18 shall be granted access to information contained in the Ontario Student Record.

4.5.2 Parents/guardians of students over the age of 18 shall not be granted access to any of the student's personal information without the written consent of the student.

4.6 Employees shall be granted access to their personal information without filing a formal request under MFIPPA. Reviewing the documentation must be supervised by appropriate personnel and be conducted at a mutually agreeable time.

4.7 If an informal request for personal records requires extensive research and/or photocopying, fees may be charged consistent with the fee schedule set out in MFIPPA and its regulations.

4.8 A formal request for personal information made under MFIPPA must be directed to the FOI Officer. The Act dictates timelines and applicable fees for all requests.

5. Releasing Employee Information to Third Parties

5.1 Requests from financial institutions, credit agencies and other related businesses for information regarding an employee's position, salary and years of service are to be directed to the human resources department.

5.1.1 The human resources department will only confirm the accuracy of the requester's information and offer corrections, as required. The human resources department shall not provide additional information without prior written consent from the employee or as required by legislation.

5.2 The human resources department will process requests for information related to an employee's lost time from work, normal work schedule and related attendance history. This information may be provided to third parties on receipt of a written request that complies with legislation.

5.3 Requests for an employment reference will be forwarded to the appropriate supervisory officer/supervisor or specific named individual. A reference shall not be provided unless prior written consent has been provided by the employee.

5.4 Requests for other types of personal or confidential employee information will be released only on the written consent of the employee unless required by legislation. Requests will be forwarded to the appropriate supervisory officer/supervisor or specific named individual.

6. Freedom of Information Breach

6.1 Privacy breaches occur when personal information is collected, used, disclosed, retained, or destroyed in a manner inconsistent with legislation and LDSB policy. Potential privacy breaches can occur when personal information is lost, stolen or inadvertently disclosed due to human error. Some examples of privacy breaches include: lost/stolen flash drive containing student or staff information, unlocked shredding bins, or correspondence being mailed or emailed to the wrong person.

6.2 Responsibilities

6.2.1 Employees

All employees are responsible to be aware of the LDSB policy, and for protecting personal information of others that they may be privy to in the course of their employment. Employees must inform their supervisor/manager or principal when they become aware of a privacy breach or potential privacy breach, and fully participate in any resulting investigation. Employees must take immediate steps to contain the breach if possible/appropriate (i.e. change security passwords, obtain copies of documents that have been shared in error, etc.).

6.2.2 Principals/Managers

In addition to the responsibilities of all employees, principals and managers are responsible for advising the appropriate superintendent and the FOI officer of the breach, conducting breach investigations, and implementing the breach response protocol.

6.2.3 Senior Administration

Implements the breach response protocol with the FOI officer and principal or manager.

6.2.4 Freedom of Information Officer

Ensures the breach response protocol is followed and implemented appropriately.

6.2.5 Third Party Service Providers

All third-party service providers (i.e., school photographers) are responsible to maintain the confidentiality of information provided to them by LDSB in the exercise of their responsibilities, inform LDSB if personal information in their possession has been compromised, contain the breach, document, and participate in investigation processes, and fully abide by all LDSB policies and procedures related to privacy.

6.3 Breach Protocol

Privacy breaches must be considered priorities. The following steps will be taken by the FOI officer and often needs to occur simultaneously, or in quick succession.

6.3.1 Respond

Assess the situation to determine if a breach has occurred. Contact the appropriate staff members to ensure they are aware of the breach.

6.3.2 Contain

Determine cause of and identify the severity of the breach and take steps to contain/mitigate damages. For example: obtain hard copies of information that has been disclosed, ensure additional copies are not made, determine if the breach would allow access to any other information (i.e. electronic security breach), and take necessary steps as appropriate. Document the breach and containment steps taken.

6.3.3 Investigate

Document all details of the breach and breach investigation. Interview complainants, staff, etc. Evaluate steps taken to contain the breach for effectiveness and make recommendations for change to prevent further breaches of a similar nature. Use the privacy breach checklist. See Appendix B.

6.3.4 Notify

Determine if it is appropriate to notify the impacted individuals (consider the following when determining notification requirements: risk of identity theft, risk of physical harm, risk of hurt, humiliation or damage to reputation, risk of loss of business or employment opportunities). Individuals should be informed of:

- the nature of the breach;
- steps being taken by LDSB to contain and prevent future occurrences;
- contact information for the principal/manager;
- contact information for the information privacy commissioner's office;
- steps individuals can take to protect themselves against future harm (i.e. if financial information is involved, advise individuals to contact their bank/credit card company, and to closely monitor their accounts for suspicious activity); and
- depending on the nature and severity of the breach, individuals may be informed verbally or in writing.

6.3.5 Implement Change

Review the situation and amend existing practices or create new practices, as appropriate, to ensure the prevention of future breaches. Ensure staff members are appropriately educated on privacy requirements and responsibilities. Test and evaluate new practices to ensure they will be successful.

7. Privacy Awareness

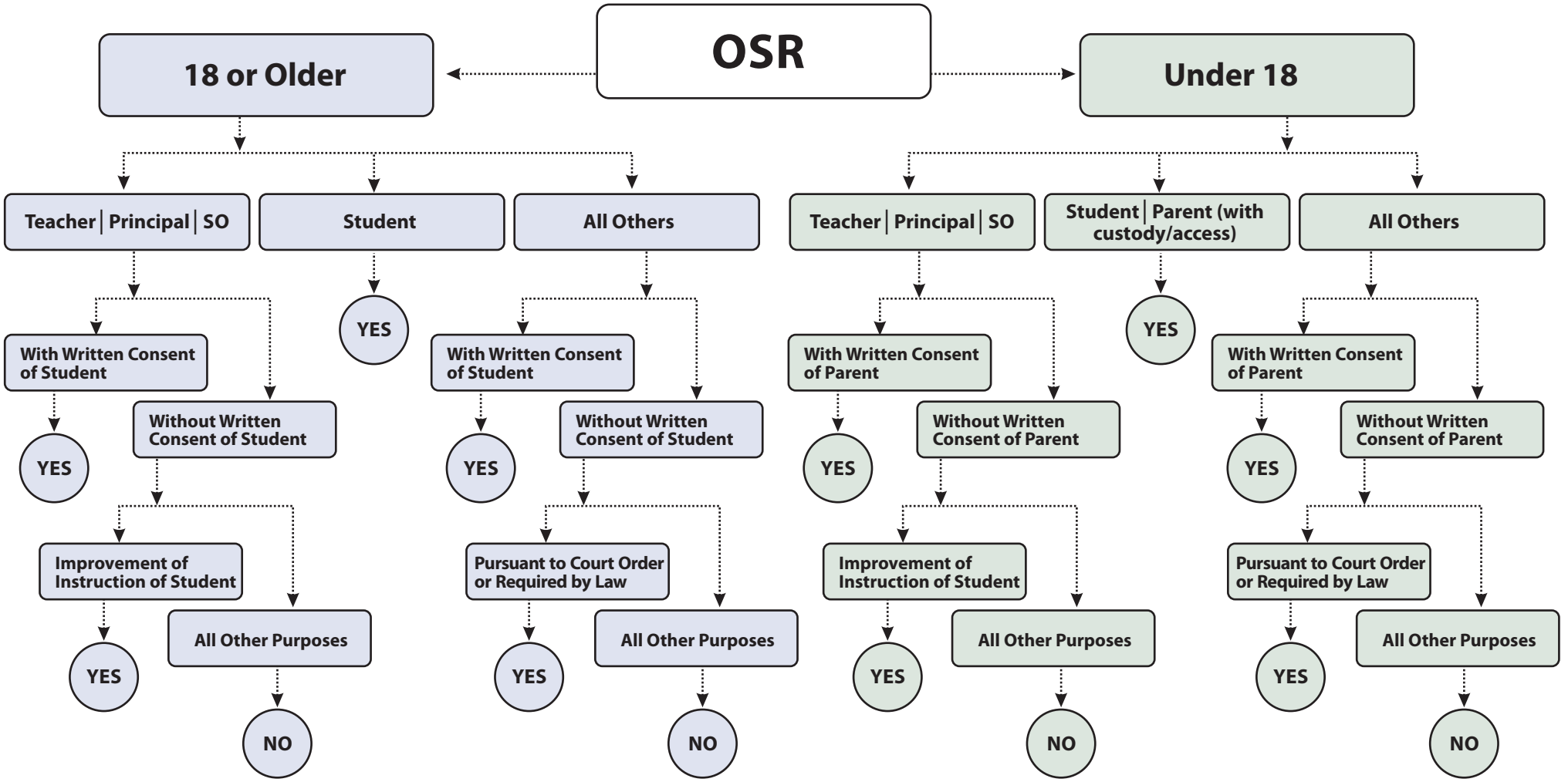
All employees are required to sign a confidentiality agreement. All employees are expected to participate in any privacy related training that may be offered by LDSB.

8. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

Cross Reference	***Date Received***	***Legal Reference***
Privacy Information Task Force PIM Toolkit	May 26, 2015 ***Date Revised*** June 5, 2023	*Education Act* *Municipal Freedom of Information and Protection of Privacy Act* *Personal Health Information Protection Act* Occupational Health and Safety Act Child, Youth and Family

ACCESS TO/USE OF/DISCLOSURE OF **STUDENT INFORMATION**



Breach Report # _____

Take immediate action when you have been advised of a suspected privacy breach. Many of the steps outlined below have to be carried out simultaneously or in quick succession. Steps 1 and 2 are completed based on the information received either directly from an employee, or orally through his/her immediate supervisor (e.g., phone call), or in written form (e.g., email).

STEP 1 – Respond, and STEP 2 – Contain

1. Person Reporting Suspected Breach:
   First name: _____ Last name: _____
   Job title: _____
   Location (school/department): _____
   Name of immediate supervisor: _____
   Phone number: _____

2. When Incident Occurred: Date: _____ Time: _____
   (mm/dd/yyyy) (indicate A.M. or P.M.)

3. Incident Details:
4. Number of individuals whose information was accessed without consent or authorization: ___
5. Type of personal information that was accessed without consent or authorization, e.g., health/medical information, student marks, biographical information (such as home address, phone numbers, names and contact information of family members), behaviour concerns, etc.
   _____
   _____
   _____

   Whom the personal information belongs to and how many individuals were affected (e.g., student, employee, third party [someone who is neither a student nor employee of LDSB, such as a parent/guardian or volunteer]):
   _____
   _____
   _____

   Who had unauthorized access to the personal information, and how that access was made:

   _____
   _____
   _____

Efforts made, if any, to contain the privacy breach (e.g., suspending the process/activity that caused the breach):

_____
_____
_____

Date: _____ Time: _____

(mm/dd/yyyy) (indicate A. M. or P.M.)

STEP 3 – Investigate

Following a report of a suspected privacy breach, ensure that the activity/process has been contained if possible. Conduct an investigation of the information supplied in Steps 1 and 2 of this report in conjunction with current privacy legislation (MFIPPA, PHIPA, PIPEDA) and with local privacy policies and procedures to determine if the incident is, in fact, a breach. Note: You may wish to consult legal counsel to assist you in your investigation.

If a breach HAS NOT occurred:

Contact the person who reported the suspected breach and their immediate supervisor to advise them of your determination. No further action is required by the employee or supervisor.

STEP 4 – Notify

If a breach HAS occurred:

Notify the following individuals as appropriate:

- ☐ individuals whose privacy was breached
- ☐ senior administration/managers/ principals
- ☐ IPC*
- ☐ accountable decision maker (director of education)
- ☐ legal counsel
- ☐ other

*Note: The type and extent of the breach will influence your decision to notify the Information and Privacy Commissioner's Office, Toronto (1-800-387-0073) 2 Bloor Street East, Suite 1400 Toronto, Ontario, M4W 1A8

STEP 5 – Implement Change

Steps taken to correct the problem:

- ☐ develop, change, or enhance policies and procedures
- ☐ ensure strengthening of security and privacy controls
- ☐ advise IPC of investigation findings and corrective action

Provide additional notices (as deemed appropriate):

- ☐ relevant third parties
- ☐ consider public announcement (e.g., statement and/or apology)
- ☐ other Ontario school boards/authorities (where shared responsibilities exist)

Prevent future breaches:

- ☐ arrange employee training on privacy and security
- ☐ recommend appropriate and necessary security safeguards
- ☐ consider having an outside party review processes and make recommendations (e.g., auditing company)
- ☐ evaluate the effectiveness of remedial actions

The freedom of information (FOI) officer may wish to review school board/authority policies, procedures, practices, and training materials to ascertain whether any revisions are required to ensure a clearer understanding of what constitutes a privacy breach.

Sign – off

The director of education or designate (e.g., FOI officer) is required to sign below to formally acknowledge that the breach was handled in accordance with privacy legislation and with the school board's/authority's policies and procedures.

_____ _____

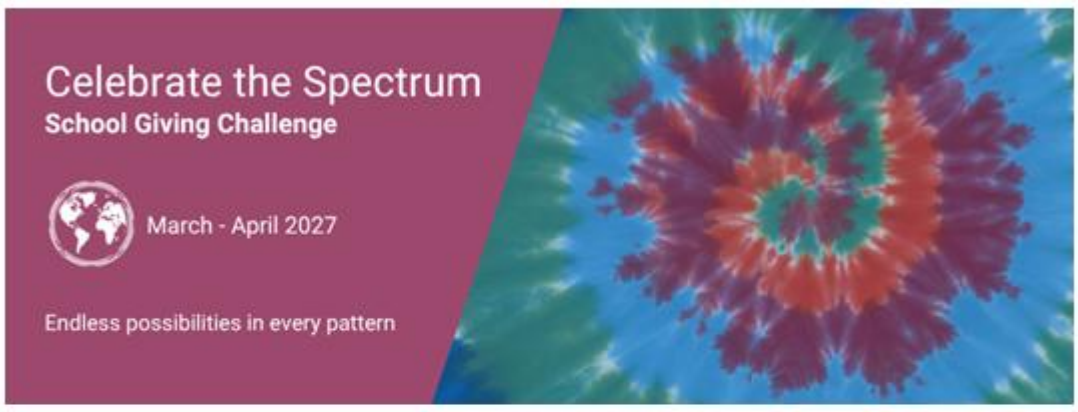
Print Name/Title Signature

Sign-off Date: _____

(mm/dd/yyyy)

Mark your calendars! World Autism Day is April 2, 2027

View in your browser



Dear ,

As we begin to consider the new school year, Autism Ontario is excited to invite schools across Ontario to get involved in the **2027 School Giving Challenge!**

Following the enthusiasm received from previous years, we are encouraging schools, students, staff, and families to come together to raise awareness, celebrate the autistic community, and support Autism Ontario throughout the months of March and April.

This campaign looks to bring awareness to April 2nd, World Autism Day, a global day of autistic celebration that provides an opportunity for schools to make a meaningful impact while helping us continue to support individuals and their families in our community.

What is the Celebrate the Spectrum Campaign?

Celebrate the Spectrum is an annual campaign that invites everyone to take meaningful action by building supportive spaces and promoting advocacy within our diverse communities, while learning about autism and ways to create more inclusive environments for autistic people.

How to Get Involved?

There are many simple ways your school can participate in the School Giving Challenge, including **hosting a school fundraiser, planning a celebratory "tie-dye day", and sharing information about autism with your school community.** We encourage you to consider how autistic students and staff can participate in the School Giving Challenge.

In the coming months, we will be sharing some exciting campaign updates as well as helpful ideas and resources to help get your school involved.

Whether you've supported this campaign in the past or are joining the celebration for the first time, we would love to have your school join us this March and April by joining the **2027 School Giving Challenge!**

Let's celebrate your school's efforts and spotlight your impact on the autism community.

Sincerely,

Dawn Tuckwell
Stakeholder Engagement Manager, Autism Ontario

1179 King Street West, Suite 004
Toronto, ON M6K 3C5

Phone: 416-246-9592
Toll Free: 1-800-472-7789

Abiinojiishiik-amino-yawook EarlyON Child and Family Centre

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	2 **CLOSED** TBDSSAB Professional Learning	3
4	5 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00	6 **Drop In** 9:00 - 4:00	7 **Nature Explorers** 9:30 - 10:30 **Drop In** 11:00 - 4:00	8 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	9 **CLOSED** TBDSSAB Professional Learning	10
11	12 **Thanksgiving Day** 	13 **Drop In** 9:00 - 4:00	14 **Nature Explorers** 9:30 - 10:30 **Drop In** 11:00 - 4:00	15 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	16 **Stepping Stones Workshop** 10:00 - 1:00 **Drop In** 1:00 - 4:00	17
18	19 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00	20 **Drop In** 9:00 - 11:00 **PM - CLOSED** Community Outreach	21 **Drop In** 9:00 - 3:30	22 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	23 **Morning Munchies & Drop In** 9:00 - 4:00 	24
25	26 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00	27 **Drop In** 9:00 - 3:00	28 **Nature Explorers** 9:30 - 10:30 **Drop In** 11:00 - 4:00	29 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	30	31 **Drop In** 9:00 - 3:30 

Location: 131 Archibald St N

Tel: 807-939-3160

Child and Family Centre

Anishinabek Family Care

Abiinojiishiik-amino-yawook

translated means children raised in a good way.



EarlyON Program Information

Drop In - Perfect place for kids to play, explore, and make new friends in a safe and welcoming environment!

Intercity - The Early Years Community site is a shared space where service providers offer families and children a place to play and explore local resources, supports, and programs.

Morning Munchies & Drop In - Start your day with a tasty and nutritious breakfast snack while connecting with other families. Children can play, explore, and make new friends in a safe, welcoming environment.

Family Fun Night - Join us for evening family fun! Enjoy fun activities with your child(ren) and connect with other families in our community. Dinner will be provided. Call 807-939-3160 or text us at 807-632-0530 to register.

SmartStart Hub - A one-stop point of entry for families who have concerns about their child's development and would like to explore available options and supports.

Nature Explorers at Thunder Bay Friendship Garden - Families will have the opportunity to explore the beautiful garden space, observe the changing seasons, and collect fallen natural materials. Together, we'll slow down, connect with nature, and encourage children's curiosity through exploration and discovery.

Stepping Stones: Leaving a Trail For Mother Earth's Children - Participants engage in a hands-on workshop which provides the opportunity to decorate a rock while discussing what we need to feel content, successful and healthy in life. Lunch provided. Please call 807-939-3160 or call/text 807-632-0530 to register.

Outlook

SEAC Correspondence: Information Re CRJMC & Upcoming SEAC (New) Term 2026-2030 Reselection Process (DUE October 30 & November 2, 2026)

From Simona Serrao <simona_serrao@lakeheadschools.ca>
Date Tue 10/6/2026 11:00 AM
To Simona Serrao <simona_serrao@lakeheadschools.ca>
Cc Michelle Probizanski <michelle_probizanski@lakeheadschools.ca>

Dear SEAC Members,

As we are prepare for the upcoming **new SEAC term of December 1, 2026 to November 15, 2030,** we want to inform everyone of forthcoming emails to each SEAC member with more detailed information and required documentation.

Local association & community representatives will receive information regarding the nomination/reselection process, including representative and alternate representative forms, with completed submissions due to me by **October 30, 2026**.

In addition, new provincial requirements now require SEAC members to obtain a **Criminal Record and Judicial Matters Check (CRJMC)**. This requirement also applies to alternate representatives. I will provide the necessary Board letter and further instructions in the individual emails as well. **CRJMC documentation is due to me by November 2, 2026.**

Please look for an individual email from me shortly with the information and forms applicable to you (I plan to send them out between today and tomorrow).

Thank you, as always, for your continued commitment to SEAC and to supporting students at Lakehead District School Board.

Kind regards,

Simona Serrao
Assistant to Kirsti Alaksa, Superintendent of Business; and
Michelle Probizanski, Superintendent of Education
Office of the Superintendents

Lakehead Public Schools

Lakehead District School Board
Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay, Ontario, P7E 5T2
Telephone # 625-5126
simona_serrao@lakeheadschools.ca

Lakehead Public Schools

Lakehead District School Board
Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay, Ontario P7E 5T2
Tel: (807) 625-5100 Fax: (807) 622-0961

October 8, 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.

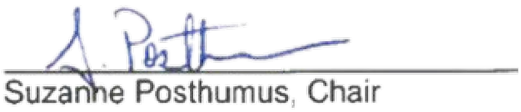
In light of the combined impacts of Bill 33 and Bill 101, we respectfully urge the Ministry to:

- 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

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

Outlook

Link to PIC Event : Jake Ernst Virtual Presentation - Raising Capable Kids in the Age of AI

From Simona Serrao <simona_serrao@lakeheadschools.ca>
Date Fri 10/9/2026 4:29 PM
To Simona Serrao <simona_serrao@lakeheadschools.ca>

Good Afternoon,

Kindly see below link for the following SEAC Correspondence:

- Link to the recording of PIC Event: Jake Ernst Virtual Presentation - Raising Capable Kids in the Age of AI (from Sep 24, 2026)

Parent Involvement Committee - Lakehead District School Board
(After clicking the link - Scroll to the bottom of the page to access the presentation)

Hope you have a wonderful thanksgiving long weekend.

Kind regards,

Simona Serrao
Assistant to Kirsti Alaksa, Superintendent of Business; and
Michelle Probizanski, Superintendent of Education
Office of the Superintendents

Lakehead Public Schools

Lakehead District School Board
Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay, Ontario, P7E 5T2
Telephone # 625-5126
simona_serrao@lakeheadschools.ca
www.lakeheadschools.ca

From: Christine Jones <christine_jones@lakeheadschools.ca>
Sent: Thursday, October 8, 2026 3:56 PM
To: Michelle Probizanski <michelle_probizanski@lakeheadschools.ca>; Heather Harris <heather_harris@lakeheadschools.ca>
Cc: Simona Serrao <simona_serrao@lakeheadschools.ca>; Charity Rydholm

<charity_rydholm@lakeheadschools.ca>
Subject: FW: Jake Ernst Presentation Link - Principals/School Council

Hi!

Please share with your advisory committee members.

Thanks!
Christine

From: Christine Jones
Sent: Thursday, October 8, 2026 3:55 PM
To: Christine Jones <christine_jones@lakeheadschools.ca>
Subject: Jake Ernst Presentation Link - Principals/School Council

Good afternoon,

Below is the link to the Jake Ernst recorded presentation funding by the Parent Involvement Committee. Scroll to the bottom of the page.

Parent Involvement Committee - Lakehead District School Board

Thank you,

Christine Jones
Executive Assistant
Office of the Chief Executive Officer
Lakehead Public Schools
Lakehead District School Board
Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay, Ontario, P7E 5T2
Telephone # 625-5131
christine_jones@lakeheadschools.ca
www.lakeheadschools.ca

The Lakehead District School Board office is located on the traditional territory of the Ojibwe people of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. We also acknowledge all of the First Nation, Métis and Inuit who reside in this territory and across our Nation. We are committed to moving forward in the spirit of reconciliation and respect for all Canadians.

If you are receiving this message outside of your regular work hours, please do not feel obligated to respond immediately. We respect your personal time and encourage you to reply during your scheduled work hours. If this is an urgent matter, we will call you directly.

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