

BOARD ADVISORY COMMITTEE MEETING

**Tuesday, February 10, 2026
 Jim McCuaig Education Centre**

Sherry-Lynne Pharand
 Director of Education

Donica LeBlanc
 Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
1. CALL TO ORDER	D. LeBlanc	Verbal
2. DISCLOSURE OF CONFLICT OF INTEREST		
3. APPROVAL OF THE AGENDA	D. LeBlanc	Verbal
4. RESOLVE INTO BOARD ADVISORY COMMITTEE – CLOSED SESSION – N/A		
5. BOARD ADVISORY COMMITTEE– CLOSED SESSION – N/A		
6. LAND ACKNOWLEDGEMENT	P. Johansen	Verbal
7. DELEGATIONS/PRESENTATIONS		
7.1 Celebrating Student Achievement – Lakehead Public Schools’ Elementary Culinary Program	J. Lower	1-4
8. CONFIRMATION OF MINUTES – PUBLIC SESSION		
8.1 Board Advisory Committee Meeting – January 13, 2026	D. LeBlanc	5-7
9. REPORTS		
9.1 Director’s/Administrative Reports		
9.1.1 Belong		
9.1.2 Succeed		
9.1.2.1 Attendance Report (017-26)	J. Lower	8-12
9.1.3 Reconcile – N/A		

		<u>Resource Person</u>	<u>Pages</u>
9.1.4	Other		
9.1.4.1	School Year Calendar Report (016-26)	H. Harris	13-16
9.1.4.2	Policy Review – 8080 School Council Policy (020-26)	S. Pharand	17-38
9.1.4.3	Policy Review – 3001 Governance Policy (019-26)	S. Pharand	39-41
9.2	Standing Committee Reports		
9.2.1	Minutes of the Special Education Advisory Committee – November 19, 2025	M. Probizanski	42-44
9.2.2	Minutes of the Special Education Advisory Committee – December 17, 2025	M. Probizanski	45-48
9.3	Other Reports – N/A		
10.	REPORTS OF AD HOC COMMITTEES – N/A		
11.	SPECIAL ORDERS – N/A		
12.	UNFINISHED BUSINESS AND GENERAL ORDERS – N/A		
13.	NOTICES OF MOTION – N/A		
14.	ANNOUNCEMENTS	D. LeBlanc	Verbal
15.	ADJOURNMENT	D. LeBlanc	Verbal



Celebrating Student Achievement

School: Lakehead Public Schools’ Elementary Culinary Program (Kingsway Park Public School Campus and Hammarskjold High School Campus)

Title of Initiative: Lakehead Public Schools’ Elementary Culinary Program

Presentation Team: Kristy Kadolph and Mike Oades

Recent Students: Elementary Students of Lakehead Public Schools

Principal attached to the Program: Anne Marie McMahon-Dupuis

Components of Initiative	School’s Details
1. Description of the nature of the initiative to improve student achievement	<ul style="list-style-type: none"> • Lakehead Public Schools’ Elementary Culinary Program, located at Kingsway Park and Hammarskjold, is a two-year, nine-day program for Grades 7 and 8 designed to provide students with a variety of important skills including cooking, functional math, teamwork, problem solving, critical thinking, financial literacy, and hand and kitchen hygiene. • Grade 8 students complete the Thunder Bay District Health Unit Safe Food Handling program and are certified for five years – this is provincially recognized. • Throughout the program, students are taught key components of the Safe Food Handling program and in the second year they become Safe Food Certified. • Students complete 11-12 recipes in a four-day program cycle. • Homeroom teachers use the opportunity for authentic assessment – observation checklists, anecdotal charts and rubrics are used while students use culinary skills. • Curriculum connections are distributed to staff ahead of the program to help align teaching and learning.
2. Rationale for selecting the initiative	<p>The program:</p> <ul style="list-style-type: none"> • has been operational for 10 years and we are excited to highlight the rich learning happening throughout the program; • engages hands on learning styles; and • allows students to explore and practice new competencies.

<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<ul style="list-style-type: none"> • While participating in the culinary program, students gain important life skills that are not commonly taught in the classroom. • The program provides the opportunity to practice academic skills such as reading comprehension, measurement, critical thinking, problem-solving, and practical applications of math concepts. • Students also showcase their strengths in areas that are non-academic and are closely linked to practical life skills. • Programming is offered, when available, in French and students are supported to cook for Carnaval – Celebrating French Culture through activities and food. • Financial Literacy elements prompt students to explore budgeting food costs while balancing nutritional needs and cooking exceptional meals. • Students learn and work with common kitchen tools – specific and detailed instruction on knife safety, handling and techniques. • The important role that food plays in personal wellness is highlighted. • Cultural and dietary influences are explored in menu planning and preparation. • Students explore NEW foods and flavours – crickets, vegemite, dolmadas, black licorice, and others.
<p>4. Description of the data used</p>	<ul style="list-style-type: none"> • Observation is a key component to the data collected over the course of the program. • Educators connect the observed interactions of students and directly link their data to the Learning Skills portion of the report card. The use of observation checklists, anecdotal notes, archived data through conversations, and the ability to produce good food all provide important data. • Unofficially, learning outcomes can be measured in the success or failure of a recipe and the collaboration of the group. • Anecdotal reflections from Secondary Foods course indicate significant advantage for students who have complete elementary Culinary. • Staff use rubric, observational checklists and anecdotal notes to assess students during authentic applied activities. • Students use self-reflections to describe achievement related to Learning Skills section on report cards.

	<ul style="list-style-type: none"> • The program is offered as four days per academic year with an additional day for the Safe Food Handling certification for Grade 8 students. • Each year is designed to highlight culturally diverse and easily accessible and affordable recipes for students to prepare and enjoy together. • Cooking, food preparation, and safe food handling lessons are taught throughout the program, and students build on learned skills with each recipe.
<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • Students enter the Culinary Program with a wide variety of past experiences in the kitchen. The most rewarding part of this program is to see the great improvement in self-confidence and skill level of the students in such a short period of time. • Multiple conversations between students have been overheard of them celebrating their ability to solve problems together through some challenging recipes. • Authentic learning contributes to students recognizing their personal growth and encourages a sense of pride. • Students reflect on successes related to Learning Skills as seen on the report card and can describe how they use these skills in the kitchen setting as well as the ability to transfer these skills to the classroom and beyond. • Hammarskjold teachers relate how former elementary students who are currently in culinary programs at the secondary are significantly more capable and proficient as a direct result of the Elementary Culinary experience. • 95+% pass rate for Grade 8 SFH Certifications • Partnerships with Community partners continue with – TBDHU, Roots Community Food Network, TBF Rescue . • Program reaches approx. 1400 students a year!
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Program high experiential/hands-on, interwoven with academic elements which provide practical applications of concepts and skills. • Students who struggle in traditional classroom settings often find success in the culinary program • It is exciting to watch otherwise quiet and reserved students come out of their shell and take leadership roles in an area they excel. • Giving students access to cooking and baking skills, allowing them to learn as they go, to make mistakes and discover the learning connected to this helps build confident individuals. • Students have gone on to use culinary skills to support food programs (snack/lunch) in their home schools. • Students have used culinary skills to fundraise for activities like graduation activities and field trips.

<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • Practical application of mathematical concepts such as measurement, fractions, number sense and problem solving can be easily connected to cooking and baking. • Students are highly motivated when they can see the real-life connection between what they are learning in class and how it applies to something they can eat.
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<ul style="list-style-type: none"> • Closely managing a budget with the ever-increasing price of food can be a challenge at times. The number of Grade 7 and 8 classes increased by six this year and our budget remained the same. • Scheduling considering religious and cultural celebrations, holidays, and school events can be a challenge. • Ensuring that dietary needs of students are met has become an increasing expense (e.g. Gluten-free, Halal, vegan, allergies).
<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> • Yearly reflection on successes and areas of growth for the program and adapt to ensure that we are maintaining a relevant and exciting program where students learn as many important life skills as they can in the time they are with us.
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<ul style="list-style-type: none"> • Maintain the learning outcomes and students will respond (e.g. how you scaffold – new tastes, new experiences). • Program is responsive to a student's needs (e.g. individual/cultural experiences are brought to experience by students).

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD ADVISORY COMMITTEE MEETING

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2026 JAN 13
7:30 p.m.

TRUSTEES PRESENT:

Donica LeBlanc (Chair)
Ellen Chambers
Pat Johansen
Ron Oikonen
George Saarinen (virtual)

Ryan Sitch
Trudy Tuchenhagen
Leah Vanderwey
Eryn Genno (Indigenous Student Trustee)

ABSENT WITH REGRETS:

Scottie Wemigwans (Indigenous Trustee)
Breanna Bruce (Student Trustee)

SENIOR ADMINISTRATION:

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

PUBLIC SESSION:

1. **Call to Order**

Meeting called to order by Chair LeBlanc at 7:15 p.m.

2. **Disclosure of Conflict of Interest**

3. **Approval of Agenda**

Moved by Trustee Vanderwey

Seconded by Trustee Tuchenhagen

“THAT the Agenda for Board Advisory Committee Meeting, January 13, 2026, be approved.”

CARRIED

4. Resolve into Board Advisory Committee – Closed Session – 7:15 p.m.

Moved by Trustee Sitch

Seconded by Trustee Chambers

“THAT we resolve into Board Advisory Committee – Closed Session with Trustee LeBlanc in the chair to consider the following:

- *Confirmation of Board Advisory Committee – Closed Session Minutes*
 - *Board Advisory Committee Meeting – November 11, 2025; and*
- *Personnel Matter.*

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

CARRIED

BOARD ADVISORY COMMITTEE – CLOSED SESSION:

5. Board Advisory Committee – Closed Session

PUBLIC SESSION – 7:30 p.m.:

6. Land Acknowledgement

Trustee Vanderwey read the Land Acknowledgement.

7. Delegations/ Presentations

7.1 Trustee Character Award – Trustee Chambers presented Trustees’ Character Awards to Keith Ailey, Kailey Long, Faith Whately, and Anna McPhearson for their work, in collaboration with the Friends of Chippewa Park, on restoring the carousel at Chippewa Park. Keith Ailey accepted the awards on behalf Kailey, Faith, and Anna.

8. Confirmation of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT the Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, November 11, 2025.”

CARRIED

9. Reports

9.1 Director’s/Administration Reports

9.1.2.1 The Arts Report (010-26)

Heather Harris, Superintendent of Education, introduced Fred Van Elburg, Elementary Coordinator, who presented the report. All trustees’ questions were addressed.

*Trustee Saarinen excused himself from the meeting and signed off.

9.1.4.1 Health and Safety Program – Semi-Annual Report (009-26)

Kirsti Alaksa, Superintendent of Business, introduced Kyle Ulvang, Health and Safety Officer, who presented the report. All trustees' questions were addressed.

9.2 Standing Committee Reports – N/A

9.3 Other Reports – N/A

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

11. Unfinished Business – N/A

12. Notices of Motion – N/A

13. Announcements

13.1 Chair LeBlanc informed the Board that the following events were attended by trustees:

- January 13, 2026 – International Baccalaureate Programme Night – Student Trustee Bruce is attending to speak on her role as a Student Trustee;
- January 23-24, 2026 – Ontario Public School Boards' Association – Public Education Symposium – Trustees Vanderwey, LeBlanc, Chambers, Tuchenhagen and Johansen along with Director Pharand will be attending. Lakehead District School Board's Trustees are receiving the OPSBA Good Governance Award; and
- January 28, 2026 – Kindergarten night at École Elsie McGill beginning at 5:30 p.m.

13.2 Director Pharand informed the Board that in addition to receiving the Good Governance Award, Lakehead District School Board will have staff presenting at the Public Education Symposium on the KZ Lodge Program, the Tiny Home Project and Special Education.

14. Adjournment

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT we do now adjourn at 8: 24 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 FEB 10
Report No. 017-26

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: Attendance Report

1. Background

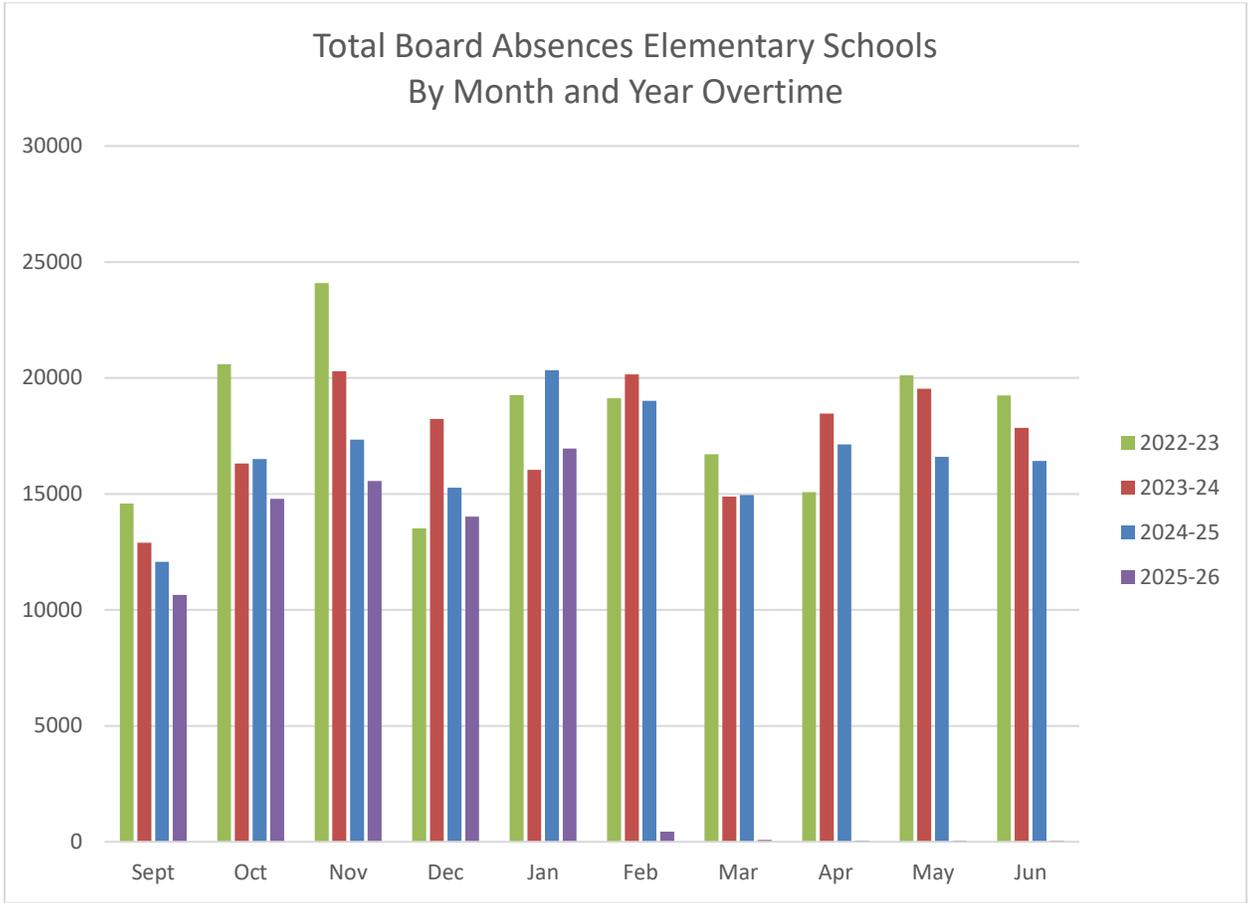
- 1.1 Lakehead District School Board (LDSB), in accordance with the LDSB's Board Student Achievement Plan and Board Priorities, is committed to improving student attendance and engagement. A key goal is to increase by 10% the number of students in Grades 1-8 whose individual attendance rate is at or above 90%. This work is supported through strengthened family engagement, proactive interventions, and the regular use of attendance data to identify and address emerging concerns.
- 1.2 Strong correlations exist between school attendance and student achievement. Research demonstrates that missing 10% or more instructional days is associated with lower academic performance, reduced engagement, and challenges in developing foundational literacy and numeracy skills. Chronic absenteeism can further affect graduation rates, transitions to post-secondary pathways, and long-term career opportunities (*Ontario Institute for Studies in Education*).

2. Situation

- 2.1 For elementary students (Grades 1-8), attendance is calculated as the total days attended by students divided by the total instructional days available. Secondary attendance is calculated based on the percentage of classes attended out of all classes for which a student is registered within a school year.
- 2.2 Although positive trends are emerging across the Board, attendance remains an area requiring ongoing attention. Students who attend school regularly are more likely to achieve success and reach their full potential.
- 2.3 Elementary attendance rates have improved over time:

Year	Students attending ≥90%	Students attending 80-89.9%
2022–2023	24.6%	43.2%
2023–2024	47.3%	76.49%
2024–2025	57.34%	82.36%

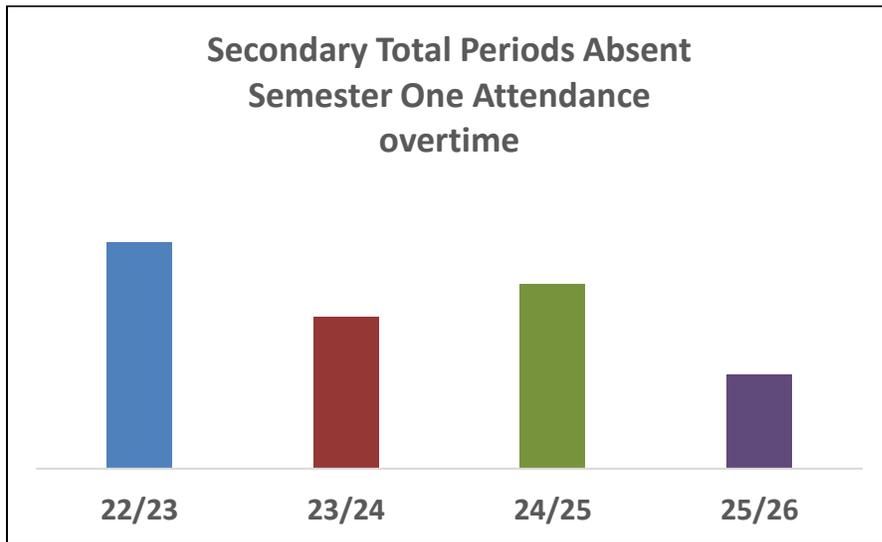
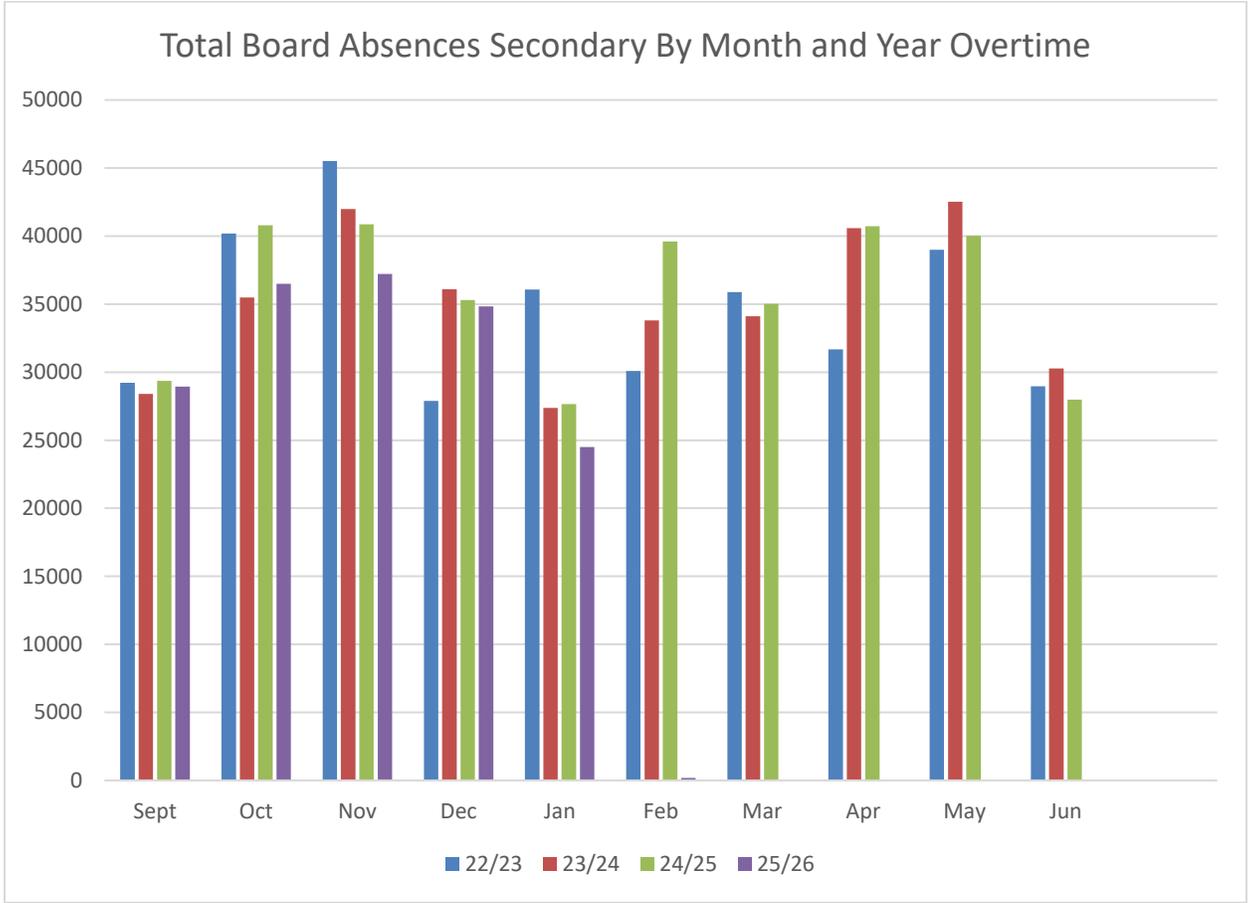
2.4 Tracking elementary absences provides school and system leaders with vital insights into attendance patterns. This data supports decision-making and guides schoolwide strategies for improving attendance.



2.5 Secondary attendance rates have improved overtime.

Year	Students attending ≥90%
2022-2023	27.9
2023-2024	46.1
2024-2025	47.8

2.6 Secondary school administrators, student services staff, and graduation coaches regularly review attendance data to identify trends early and intervene before absenteeism becomes chronic. Students with consistent attendance experience greater engagement, an increased sense of belonging, and improved academic outcomes.



3. Significant Barriers to School Attendance

Lakehead District School Board staff collaborated to identify root causes that contribute to inconsistent school attendance.

Common barriers include:

- child care challenges;
- transportation issues;
- changes in family structure;
- mental health concerns;
- physical health concerns; and
- family or interpersonal relationship challenges.

4. Preventative Practices with Positive Impact

Lakehead District School Board educators continue to review the attendance data, referral process and identify the underlying causes of absenteeism, such as academic struggles, disengagement, or social-emotional needs. Timely, coordinated responses support re-engagement and prevent further attendance decline. Effective preventative practices include:

- experiential and land-based learning opportunities;
- collaboration with community partners;
- culturally relevant and responsive curriculum;
- strong parent/guardian relationships and engagement in school activities;
- regular monitoring and analysis of attendance data;
- schoolwide strategies promoting positive attendance habits;
- welcoming, safe, and inclusive school environments;
- non-punitive, supportive outreach to students and families;
- strength-based timetabling and opportunities for credit recovery and credit acquisition such as Grade 8 Reach Ahead and Summer Programming;
- participation in Kendomang Zhagodenamnon (KZ) Lodge, the Indigenous Skilled Trades program, Hockey Academies ; and
- participation in Job Skill programs such as Ontario Youth Apprenticeship program and Specialist High Skills Major programs.

5. Next Steps

5.1 Continued data analysis will identify schools, student groups and individual students requiring targeted support. Superintendents and school leaders will continue to meet to review attendance data and share practices to improve student attendance and student/parent/guardian engagement.

- 5.2 The Board will remain responsive to attendance needs by focusing on: strengthening positive relationships and parent/guardian engagement;
- building and sustaining community partnerships;
 - expanded learning opportunities and flexible pathways;
 - supporting strong transitions from elementary to secondary; and
 - clear communication to students and families regarding the importance of regular attendance.

Conclusion

Lakehead District School Board believes that consistent school attendance is foundational to student learning, engagement, and well-being. Regular attendance enhances students' sense of belonging, access to supports, and overall success. The Board remains committed to fostering respectful, reciprocal relationships with students, families, and community partners, and to creating safe and inclusive learning environments.

Sustained improvement in student attendance requires ongoing collaboration, shared responsibility, and a systemwide approach. System and school administrators, teachers and support staff will continue to work collaboratively to implement effective strategies that promote student attendance and family engagement in every school.

Respectfully submitted,

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 FEB 10
Report No. 016-26

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: SCHOOL YEAR CALENDAR 2026-2027

1. Background

Regulation 304 of the Education Act outlines the requirements for school year calendars and professional activity days for school boards.

2. Situation

2.1 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least three days must be designated as professional activity (PA) days. In addition, school boards may designate up to four extra days as professional activity days. Criteria and topics for professional activity days and communication guidelines are described in PPM 151. Up to 10 days may be designated for exams

2.2 The School Year Calendar Committee is comprised of the following individuals who provided input on behalf of their constituent groups:

Heather Harris	Lakehead District School Board;
Dave Paddington	LETO;
Anthony Jeethan	Human Rights and Equity Advisory;
Jamie Smith	Communications Supervisor;
Leah Nix	Lakehead Elementary Occasional Teachers;
John Delorey	OSSTF Teachers;
Kari Simpson	OSSTF Student Support Persons;
Shelley Crupi	OSSTF Early Childhood Educators;
Jana Matikainen	COPE;
Rod McGee	CUPE;
Dawn-Marie Francis	Parent Involvement Committee;
Brittany Kennedy	Parent Involvement Committee;
Nikki Marks	OPC (Elementary);
Meghan Smelow	OPC (Secondary);
Leah Vanderwey	Trustee (2025);
Ryan Sitch	Trustee (2026);
Corey Dagenais	LPS, Elementary Principal;
Alina Cameron	Special Education Advisory Committee;
Suzanne Posthumus	Special Education Advisory Committee;
JD Dowdell	International Student Coordinator;
Andera Middleton	Supervisor of Payroll;
Breanna Bruce	Student Trustee; and
Eryn Genno	Indigenous Student Trustee.

- 2.3 The committee met on November 26, 2025 and January 19, 2026, to provide input on a school year calendar that best serves the educational needs of our students and is least disruptive to the community of Thunder Bay.

Discussion focused on the dates for school opening and closing, professional activity days, exam periods, and days of significance.

- 2.4 The School Year Calendar Committee intends to make all members of our school community and community-at-large aware of the school year calendar through various modes of communication once approval is received from trustees.
- 2.5 Co-terminus school boards were consulted regarding the school year calendar.
- 2.6 Proposed school year calendars for the 2026-2027 school year are attached.
- Elementary School Year Calendar - Appendix A
 - Secondary School Year Calendar - Appendix B

RECOMMENDATIONS

It is recommended that the Board Advisory Committee refer the following to the Board for approval:

1. Approve the proposed 2026-2027 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 016-26.
2. Approve the proposed 2026-2027 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 016-26.

Respectfully submitted,

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education



2026-2027

ELEMENTARY

SEPTEMBER 2026

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OCTOBER 2026

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NOVEMBER 2026

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DECEMBER 2026

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JANUARY 2027

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FEBRUARY 2027

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MARCH 2027

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MAY 2027

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JUNE 2027

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First Day of School for Students
September 3, 2026

Holidays & Breaks *(Schools Closed)*

Labour Day September 7, 2026
Thanksgiving Day October 12, 2026
Family Day February 15, 2027
Good Friday March 26, 2027
Easter Monday March 29, 2027
Victoria Day May 24, 2027

Winter Break
December 21, 2026 - January 1, 2027

March Break
March 15 - 19, 2027

Professional Activity Day (PA Day)

(Students do not attend school)
 September 2, 2026
 October 26, 2026
 November 27, 2026
 January 29, 2027
 February 26, 2027
 April 30, 2027
 June 11, 2027

Final Day of School for Students
June 29, 2027



2026-2027 SECONDARY

SEPTEMBER 2026

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OCTOBER 2026

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NOVEMBER 2026

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DECEMBER 2026

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JANUARY 2027

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FEBRUARY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
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MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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First Day of School for Students
September 3, 2026

First Day of Semester 2
February 2, 2026

Holidays & Breaks *(Schools Closed)*

- Labour Day** September 7, 2026
- Thanksgiving Day** October 12, 2026
- Family Day** February 15, 2027
- Good Friday** March 26, 2027
- Easter Monday** March 29, 2027
- Victoria Day** May 24, 2027

Winter Break
December 21, 2026 - January 1, 2027

March Break
March 15 - 19, 2027

Professional Activity Day (PA Day)

- (Students do not attend school)*
- September 2, 2026
 - October 26, 2026
 - November 27, 2026
 - February 1, 2027
 - February 26, 2027
 - April 30, 2027
 - June 29, 2027

Final Day of School for Students
June 28, 2027

Examination Periods
January 25 - 29, 2027
June 22 - 28, 2027

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 FEB 10
Report No. 020-26

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: POLICY REVIEW – 8080 SCHOOL COUNCIL

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 The 8080 School Council Policy was last revised on April 24, 2018.

2. Situation

- 2.1 At the June 24, 2025, Regular Board meeting, 8080 School Council Policy was approved for review during the 2025-2026 school year as part of the policy development and review cycle.
- 2.2 On December 10, 2025, the policy and procedures were posted on the board website and distributed to constituent groups for review and comment with input to be received by January 22, 2026.
- 2.3 There was no input received from constituent groups.
- 2.4 The policy is attached as Appendix A and Appendix B as procedures.
- 2.5 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that the Board Advisory Committee refer the following to the Board for approval:

“That Lakehead District School Board approve 8080 School Council Policy, Appendix A to Report No. 020-26”.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

SCHOOL-COMMUNITY RELATIONS**8000**

DRAFT February 10, 2026

SCHOOL COUNCIL POLICY**8080**1. Rationale

School boards are required to establish school councils in accordance with Regulation 612/00 of the Education Act.

2. Policy

It is the policy of Lakehead District School Board that each school in its jurisdiction annually establish and maintain school councils which will be instrumental in supporting school quality.

3. School Council Mandate

3.1 The school council shall act in an advisory capacity to the school's principal and, where appropriate, to the Board for the continued promotion of student learning and will place the overall interests of the students and the school first.

3.2 School councils shall operate within the parameters of the Education Act and other relevant legislation, the Board's Operational Plan, Board policies and procedures, and agreements, including collective agreements.

3.3 Objectives

The objectives of school councils are:

- to focus on successful learning;
- to plan for school growth;
- to establish effective communication within the school community;
- to establish effective approaches to consultative and collaborative strategies between home, school and community; and
- to increase participation of parents/guardians in the education of their children.

3.4 8080 School Council Procedures provide clear parameters for the operation of school councils while allowing procedural flexibility to accommodate individual school community needs.

4. Purpose

4.1 The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

4.2 A school council's primary means of achieving its purpose is by making recommendations to the school principal and the Board, in accordance with Regulation 612/00.

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SCHOOL COUNCIL POLICY**8080**5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy 8080, "School Council Procedures"	May 26, 1998	Ontario Education Act R.R.O. 1990, Reg. 298
Policy & Procedures 8012, "Fundraising in the Schools"	<u>Date Revised</u> May 27, 2003 June 22, 2010 April 24, 2018	O. Reg. 612/00 O. Reg. 613/00

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DRAFT February 10, 2026

SCHOOL COUNCIL PROCEDURES**8080**1. Preamble

Lakehead District School Board recognizes that education is a shared responsibility involving schools, students and their families, and members of the community. Research has shown that a strong relationship exists between success in school and parental/guardian involvement in the educational process. Community members offer expertise and experience that may be a benefit to students. Regulation 612/00, Reg. 298 11 (12-20) and "School Councils, A Guide for Members, 2002" are referenced in these procedures and should be consulted for additional information regarding school councils.

School councils are not intended to replace or absorb existing parent/community associations without the consent of such associations.

It is the policy of Lakehead District School Board that each school in its jurisdiction annually establish and maintain a school council which will be instrumental in supporting school growth. The procedures outlined will provide clear parameters for the operation of school councils, while allowing enough procedural flexibility to accommodate individual school community needs.

2. Purpose (O. Reg. 612/00, s. 2)

2.1 The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

2.2 A school council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and the Board that established the council.

3. School Council Mandate

The school council shall act in an advisory capacity to the school's principal and, where appropriate, to the Board for the continued promotion of student learning and will place the overall interests of the students and school first.

School councils shall operate within the parameters of the Education Act and other relevant legislation, the Board's Operational Plan, and Board policies and agreements, including collective agreements.

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SCHOOL COUNCIL PROCEDURES**8080**

The objectives of school councils are:

- to focus on successful learning;
- to plan for school growth;
- to establish effective communication within the school community;
- to establish effective approaches to consultative and collaborative strategies between home, school and community; and
- to increase participation of parents/guardians in the education of their children.

4. Advisory Roles of the School Council

4.1 School councils are advisory bodies that provide advice with a school-wide focus, to the principal and, where appropriate, to the Board on items such as, but not limited to:

- local school calendar of events;
- school code of student behaviour;
- curriculum and program goals and priorities;
- responses of the school or Board to achievement in provincial and Board assessment programs;
- Board selection and placement of principals by providing information on the needs of the school (goals and profile of the school);
- school budget priorities, including local capital improvement plans;
- school/community communication strategies;
- methods of reporting to parents and the community;
- extracurricular activities in the school;
- school-based services and community partnerships related to social, health, recreational and nutrition programs;
- community use of school facilities;
- local coordination of services for children and youth;
- development, implementation and review of Board policies at the local level; and
- professional development activities for council members.

4.2 In addition to its advisory responsibilities, the school council shall:

- promote the best interests of the school community;
- establish goals, priorities and procedures; and
- enable members of the council to develop their skills as members by promoting attendance at Board-organized training sessions.

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SCHOOL COUNCIL PROCEDURES**8080**5. Definitions and Interpretations (Reg. 612/00, s.1)5.1 School Community

- students enrolled;
- parents and guardians;
- administration, teaching staff and non-teaching staff; and
- community members and partners.

5.2 School

The body of school pupils that is organized as a unit for educational purposes under the jurisdiction of the Board, and includes teachers and other staff members associated with such unit.

5.3 Parent/Guardian

"Parent" includes "guardian".

"Guardian" means a person who has lawful custody of a child, other than the parent of the child, as defined in the Education Act.

5.4 Community Member

A community member is an English-language public Board supporter who does not have children in the school.

5.5 Meeting

A session where a school council discusses or decides matters that it has authority to decide.

5.6 Parent Member

A member of a school council who is elected to the council in accordance with Reg. 612/00, s.4 (1), or who fills a vacancy created when a parent member ceases to hold office.

5.7 In the case of a school that is established primarily for adults, a reference in this regulation to a parent or to a parent of a pupil shall be deemed, with necessary modifications, to be a reference to a pupil who is enrolled in the school.

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SCHOOL COUNCIL PROCEDURES**8080**6. Membership (O. Reg. 612/00, s.3)

6.1 While all members of council are equal partners, parents shall form a majority.

6.2 A school council of a school will be comprised of the following members:

- parents/guardians - parents shall form the majority of the school council;
- community representatives - minimum one;
- teacher(s) - minimum one;
- non-teaching staff - minimum one; and
- principal or designate.

6.2.1 Student:

- In the case of an elementary school, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.
- The case of a school with one or more secondary school grades:
 - one pupil enrolled in the school who is appointed by the student council, if the school has a student council; and
 - one pupil enrolled in the school who is elected by secondary students if the school does not have a student council.

6.3 Despite Section 7.2, a person is not qualified to be a parent member of a school council if:

- ~~he or she is~~ **they are** employed at the school; or
- ~~he or she is~~ **they are** not employed at the school but is employed elsewhere by the Board that established the school council, unless ~~he or she~~ **they** takes reasonable steps to inform people qualified to vote in the election of parent members of that employment.

6.4 A person who is employed by the Board cannot be appointed as a community representative on the school council unless:

- ~~he or she is~~ **they are** not employed at the school; and
- the other members of the school council are informed of the person's employment before the appointment.

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- 6.5 A trustee of the Board cannot be a member of a school council established by the Board.
- 6.6 If fewer than the required number of parents are willing and able to stand for election, the school council will maintain vacant positions as it begins its work, and continue to seek involvement of parents through outreach strategies.
- 6.7 It is expected that the membership of the school council will reflect the diversity of the school community.
7. Election of Parent Members (O. Reg. 612/00, s.4 & 6)
- 7.1 The term of office for elected and appointed positions on the school council shall be one year or less. Elected and appointed members may seek additional terms.
- 7.2 A person is qualified to be a parent or guardian member (hereinafter collectively referred to as “parents”) of a school council if he or she is a parent of a pupil who is enrolled in the school.
- 7.3 A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school.
- 7.4 An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school.
- 7.5 Despite Section 7.5, if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the Board.
- 7.6 The principal of a school shall, at least 14 days before the date of the election of parent members, on behalf of the school council, give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school.
- 7.7 The notice required may be given by:
- notice to the parent’s child for delivery to his or her parent; and
 - posting the notice in the school in a location that is accessible to parents.
- 7.8 The election of parent members shall be by secret ballot.
- 7.9 The school council shall assist in the organization of elections.

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SCHOOL COUNCIL PROCEDURES**8080**8. Other Elections (O. Reg. 612/00, s.5)

- 8.1 The elections of the student, teacher and non-teaching staff member shall be held during the first 30 days of each school year.
- 8.2 A person is qualified to vote in the election of the teacher member if ~~he or she is~~ **they are** a teacher, other than the principal or vice principal, who is employed at the school.
- 8.3 A person is qualified to vote in an election of a non-teaching staff member if ~~he or she is~~ **they are** a person, other than the principal, vice principal, or any teacher who is employed at the school.
- 8.4 A person is qualified to vote in an election of a student if ~~he or she is~~ **they are** a pupil enrolled in the school per 6.2.6.2 (ii).

9. Terms of Office (O. Reg. 612/00, s.6)

- 9.1 A person elected or appointed as a member of a school council holds office for one year from the latter of:
- the date ~~he or she is~~ **they are** elected or appointed; or
 - the date of the first meeting of the school council after the elections held under Sections 7 and 8 in the school year, until the date of the first meeting of the school council after the elections held under Sections 7 and 8 in the next school year.
- 9.2 A member of a school council may be re-elected or re-appointed, unless otherwise provided for in the by-laws of the school council.

10. Vacancies (O. Reg. 612/00, s.7)

- 10.1 A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the school council.
- 10.2 If an election is held to fill a vacancy in the membership of a school council, Section 7 or 8 applies, with necessary modifications to the election.
- 10.3 A vacancy in the membership of a school council does not prevent the school council from exercising its authority.

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SCHOOL COUNCIL PROCEDURES**8080**11. Officers (O. Reg. 612/00, s.8)

11.1 A school council shall have a chair or co-chairs.

11.2 A chair or co-chair of a school council must be a parent member of the school council, and shall be elected by the members of the school council.

11.3 A person who is employed by the Board cannot be the chair or co-chair of the school council.

11.4 A school council may have such other officers as are provided for in the by-laws of the school council.

11.5 Subject to Sections 9.2 and 9.3, vacancies in executive positions shall be filled in accordance with the by-laws of the school council.

11.6 The chair or co-chair shall prepare the agenda for school council meetings in consultation with the principal and shall chair the meetings.

11.7 In all communication, the officers of school councils have a responsibility to ensure that when they speak on behalf of the school council, they are expressing the wishes of the school council.

12. Remuneration (O. Reg. 612/00, s.11)

12.1 A person shall not receive any remuneration for serving as a member or officer of a school council.

12.2 School council members will be reimbursed for Board-related expenses according to existing Board policies and procedures.

13. Consultation by Board (O. Reg. 612/00, s.19)

13.1 In addition to its other obligations to solicit the views of school councils under the Act, every Board shall solicit the views of the school councils established by the Board with respect to the following matters:

13.1.1 The establishment or amendment of Board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including:

- policies and guidelines established under subsection 302(1) of the Act with respect to the conduct of persons in schools within the Board's jurisdiction;

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- policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the Board's jurisdiction;
- policies and guidelines respecting the allocation of funding by the Board to school councils;
- policies and guidelines respecting the fundraising activities of school councils;
- policies and guidelines respecting conflict resolution processes for internal school council disputes; and
- policies and guidelines respecting reimbursement by the Board of expenses incurred by members and officers of school councils.

13.1.2 The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including:

- implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the Board's jurisdiction; and
- implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the Board's jurisdiction.

13.1.3 Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

13.1.4 The process and criteria applicable to the selection and placement of principals and vice principals.

13.2 Subsection (1) does not limit the matters on which a board may solicit the views of school councils.

14. Role of the Principal (O. Reg. 612/00, s.18, and Reg. 298 11(12-20))

14.1 The principal of a school may delegate any of ~~his or her~~ **their** powers or duties as a member of the school council to a vice principal of a school.

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- 14.2 In addition to ~~his or her~~ **their** duties under this procedure, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operations of Schools-General) as follows:
- the principal of a school shall provide for the prompt distribution to each member of the school council of any materials received by the principal from the Ministry of Education that are identified by the Ministry as being for distribution to the members of school councils;
 - the principal shall post any materials distributed to members of the school council in the school in a location that is accessible to parents;
 - the principal or designate shall attend every meeting of the school council;
 - the principal of a school shall act as a resource person to the school council and shall assist the council in obtaining information relating to relevant legislation, regulations and policies;
 - the principal shall consider each recommendation made by the school council and shall advise the council of the action taken in response to the recommendation; and
 - the principal of a school shall make the names of the members of the school council known to the parents/guardians of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents/guardians.
15. Advisory Authority and Responsibilities of School Councils (O. Reg. 612/00, s.19, 20, 23)
- 15.1 School councils shall communicate regularly with parents/guardians and other members of the community to seek their views and preferences with regard to advice being provided by the council, and to report on the activities of the council to the school community.
- 15.2 In addition to its other obligations to solicit the views of school councils under the Education Act, the Board shall solicit the views of the school councils as outlined in Regulation 612/00.
- 15.3 A school council may make recommendations to the principal of the school or to the Board on any matter.
- 15.4 In addition to its advisory responsibilities, the school council:
- may organize information, orientation and training sessions for members as needed; and
 - shall promote the best interest of the whole school community.

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15.5 Under the “Municipal Freedom of Information and Protection of Privacy Act” (1989), councils cannot access information on individual students or staff. Councils shall not be involved in issues relating to the performance of individual staff members. Individual members of the school community shall deal directly with the staff members and/or principal to resolve specific concerns.

16. Advice to Board and Duty of Board to Respond (O. Reg. 612/00, s.21)

16.1 The Board that established a school council shall consider each recommendation made to the Board by the school council and shall advise the council of the action taken in response to the recommendation.

16.2 Advice to the Board can be provided through existing Board procedures:

- the council can request that the principal bring its advice to the attention of the appropriate supervisory officer;
- the council can put its advice in writing to the chair of the Board through the secretary; i.e., the director of education of the Board;
- the council can request in writing an opportunity to make a presentation to the Board;
- the council can communicate directly with a school trustee; and
- the Board may seek advice from school councils on relevant topics.

17. Constitution and/or By-laws (O. Reg. 612/00, s.15)

17.1 A school council may make by-laws governing the conduct of its affairs.

Every school council shall make the following by-laws:

- a by-law that governs election procedures and the filling of vacancies in the membership of the school council;
- a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest; and
- a by-law that provides for a conflict resolution process for internal school council disputes, in accordance with any applicable policies established by the Board.

17.2 The school council shall review its constitution and/or by-laws at regular intervals.

18. Meetings (O. Reg. 612/00, s.12)

18.1 There shall be a minimum of four scheduled meetings during the school year.

18.2 The first meeting shall be within the first 35 days of the school year, after the elections, on a date fixed by the principal of the school (in consultation with the chair).

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18.3 A meeting of a school council cannot be held unless:

- a majority of the current members of the school council are present at the meeting; and
- a majority of the members of the school council who are present at the meeting are parent members.

18.4 All meetings of a school council shall be open to the public.

18.5 A school council is entitled to hold its meetings at the school.

18.6 All meetings of a school council shall be held at a location that is accessible to all the public.

18.7 The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the school council to every parent of a pupil who, on the date the notice is given, is enrolled in the school.

18.8 The notice required may be given by:

- giving the notice to the parent's child for delivery to ~~his or her~~ **their** parent; and
- posting the notice in the school in a location that is accessible to parents.

19. Committees (O. Reg. 612/00, s.13)

19.1 A school council may, in accordance with its by-laws, establish committees to make recommendations to the school council.

19.2 Every committee of a school council must include at least one parent member of the school council.

19.3 A committee of a school council may include persons who are not members of the school council.

19.4 Sections 18.4 to 18.8 apply, with necessary modifications, to committees of school councils.

20. Minutes and Financial Records (O. Reg. 612/00, s.16)

20.1 A school council shall keep minutes of its meetings and financial transactions.

20.2 The minutes and records shall be available at the school for examination by any person without charge.

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20.3 Sections 20.1 and 20.2 do not apply to minutes and records that are more than four years old.

20.4 In compliance with Board policy, the principal of the school shall be one of the signatories of all accounts and financial records.

21. Annual Report (O. Reg. 612/00, s.24)

21.1 Every school council shall annually submit a written report on its activities to the principal of the school and to the appropriate superintendent by October 15 of each year (Appendix A).

21.2 If the school council engages in fundraising activities, the annual report shall include a report on those activities.

21.3 The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school.

21.4 Section 21.3 may be complied with by:

- giving the report to the parent's child for delivery to ~~his or her~~ **their** parent; and
- posting the report in the school in a location that is accessible to parents.

22. Incorporation (O. Reg. 612/00, s.17)

A school council shall not be incorporated.

23. Voting (O. Reg. 612/00, s.14)

23.1 Each member of a school council is entitled to one vote.

23.2 Each member of a committee of a school council is entitled to one vote in votes taken by the committee.

23.3 The principal of the school is not entitled to vote.

23.4 Council members will identify all agenda items and/or issues with which they have a conflict of interest.

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SCHOOL COUNCIL PROCEDURES**8080**24. Fundraising (O. Reg. 612/00, s.22)

- 24.1 A school council may engage in fundraising activities to benefit the school it represents subject to sections 24.2 and 24.3.
- 24.2 A school council shall not engage in fundraising activities unless the activities are conducted in accordance with any applicable policies and procedures established by the Board.
- 24.3 A school council shall ensure that the funds it raises are used in accordance with any applicable policies and procedures established by the Board.
- 24.4 If a school council makes a decision to engage in fundraising in support of its school, the council shall appoint, by resolution, a parent member to serve as treasurer.

25. Insurance for School Councils

- 25.1 The Board recognizes that school council members are volunteers, and, as such, are covered by the Board's liability insurance as long as they are acting within the scope of their school council duties on behalf of the school, as sanctioned by the principal.
- 25.2 School councils should be aware of the liability and insurance coverage issues outlined in the Ontario School Board's Insurance Exchange (OSBIE) Risk Management Advisory, S-1 (Appendix B), and review their activities annually based on this Advisory.

26. Recommendations

- 26.1 Recommendations and decisions of school councils that are broader in scope than the local school may be referred to the Board or the appropriate committee of the Board through the supervisory officer.
- 26.2 Recommendations and decisions that are specifically related to the school shall be referred to the school principal.
- 26.3 Should the Board wish further clarification of recommendations/decisions received, it may, from time to time, invite representatives from the council(s) to speak on behalf of the recommendation/decision.

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SCHOOL COUNCIL PROCEDURES**8080**27. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Policy 8080, "School Council Policy" Policy & Procedures 8012, "Fundraising in the Schools"	May 26, 1998 <u>Date Revised</u> May 27, 2003 June 22, 2010 April 24, 2018	Ontario Education Act R.R.O. 1990, Reg. 298 O. Reg. 612/00 O. Reg. 613/00

MEETINGS:

- WHEN:
- day of week
 - time of day
- FREQUENCY:
- how often

AREAS OF FOCUS FOR THE SCHOOL COUNCIL (direction may have been developed from the School Growth Plan):

WHAT AREAS OF SUPPORT/TRAINING NEED TO BE FOCUSED ON TO IMPROVE THE FUNCTIONING OF YOUR SCHOOL COUNCIL?

OTHER COMMENTS:

Chair's Signature

Principal's Signature

Date

OSBIE Risk Management Advisory

S-1.

SCHOOL COUNCILS/PARENT GROUPS

1. PARENT GROUPS

Parent groups play a significant role and contribute to the success of many school functions through their volunteer efforts. This contribution is recognized through the school board's liability policy which extends coverage to members of parent groups while they are acting within the scope of their duties on behalf of the school board. Duties are those assigned by any authorized employee or trustee. Coverage is extended to volunteer parents involved in activities which are approved and controlled by any authorized employee or member of the board. The person authorizing the activity must assume responsibility for it and the activity must be in accordance with board policies and procedures. Thus if a member of a parent group were sued because of alleged negligence arising out of their duties for the board, the OSBIE policy would provide protection.

The parent organizations require their own liability insurance as protection against being named in a lawsuit for activities of the group that are independent of a school and are not directed by a school employee or trustee. Activities such as conventions, social outings of the parent group, independent fund-raising events, etc., would not fall under the board's liability insurance.

The Ontario Home & School Association and the Federation of Catholic Parent-Teacher Associations of Ontario both have made liability insurance available to their membership. Parent groups should investigate the feasibility of obtaining liability insurance for their organizations for activities that are not under the jurisdiction of the school board.

2. SCHOOL COUNCILS

School councils are deemed to be formed for the sole purpose of providing advice to school staff. Members of school councils are protected by the boards' liability insurance for lawsuits while they are working within the scope of their mandated duties for the board.

Since the Ministry of Education and Training issued its Policy/Program Memorandum No. 122 on April 12, 1995, a mandate to form school council advisory organizations, the OSBIE office has received a number of questions regarding insurance coverage for School Councils.

To help to clarify the matter of insurance protection, the remainder of this bulletin is written in a **question and answer** format. It is recommended that this bulletin be copied and distributed to all interested parties.

Q-1. Are school councils protected by the board's liability insurance while they are working within their mandate to provide advice to the principal?

A-1. **Yes.** School councils are mandated by the Ministry of Education & Training to provide advice to principals on a variety of issues. While members of the council are performing their duties as outlined by the Ministry of Education and Training for the board, they are deemed to be working within the scope of their duties (to provide advice to the principal), and are insured as defined in the liability policy.

Q-2. What if school councils go beyond their mandate to provide advice? What if they become involved in some of the fund-raising activities that were previously run by parent groups? Does the board's liability insurance protect them in these circumstances?

A-2. It depends.

- i) **YES**, they are protected **IF** the school council members are "working within the scope of their duties for the board as assigned by an authorized board representative". For example, if a school principal organized a fund-raising activity and the school council members were asked to assist with the event, insurance protection would be provided to those members who volunteered.
- ii) **NO, IF** the school council members involve themselves in a fund-raising or other activity on their own and outside of the control of the school or board, the members are not protected by the board's liability insurance policy. For example, if a school council decided to hold a Christmas social, a family social event, conduct a craft sale, orchestrate programs not provided by schools, etc. on its own, coverage is not extended by the board's insurer.

Q-3. If my school council is willing to volunteer its time and energy to run a series of fundraising events, why must we have the board's support and input on our plans? If my school council decides to run a program on school premises, after school for the benefit of children and families in the community, why does the board have to be involved in setting up the program and outlining the rules for operation in order for me to be covered by the board's insurance? The board is obstructing our creativity by imposing rules? Is it fair for the board to withhold insurance protection if we don't follow the board's rules?

A-3. **Yes**, it is fair. The board has a high onus to ensure that any activity in which it or its representatives are involved is conducted in a safe manner. A board develops procedures and policies with respect to various activities with safety in mind. Safety and security must have priority when it comes to any school activity. Matters such as accommodations, equipment, supervision, training, appropriateness of the activity, etc. must all be addressed before an activity is undertaken. School officials have developed policies and procedures to ensure safety for students and others. To disregard these policies and procedures may lead to injury and to losses.

A liability insurance policy issued to a school board provides protection to the school board and to other interests while they are acting within the scope of their duties on behalf of the board. The insurer protects the board and others for activities within the control and jurisdiction of the school board. If the activity is outside the jurisdiction of the school board, then coverage is not provided for that activity. A board is not obligated to assume responsibility for an activity independent of a school even if the school might be the beneficiary.

Therefore, it is fair for the board to advise school councils that if they run activities outside the board's jurisdiction, they must purchase their own insurance that would respond to claims brought against them arising out of their events. They cannot be deemed to be working within the scope of duties for the board if they are not involved in a board controlled activity.

Q-4. If the school council is given permission to use a school gymnasium for an after-school program that the parents are running, are the parents protected by the board's liability insurance?

A-4. **No.** If the school council is simply using the school gym to operate a non-school activity, the group would require its own liability insurance for the activity they are running. They would be in the same position as other users of school premises, and should provide liability insurance for their activities on the board's premises.

Q-5. Do school councils require their own liability insurance?

A-5. **Yes,** they do if they engage in any activities beyond their assigned duties. School Councils will inevitably be involved in personal activities that are not under the jurisdiction of the school. Activities such as providing after-hours childcare, running music programs, or organizing a Christmas party or other social activity for the council members would need to be insured by the school council's insurance.

Q-6. Can school councils purchase liability insurance from OSBIE?

A-6. **No,** not through OSBIE. OSBIE is a Reciprocal Exchange that is licensed to insure school boards only.

Q-7. Where would school councils purchase liability insurance?

A-7. We are aware of two possible sources of group insurance for school councils.

1. The Ontario Federation of Home and School Associations has a group liability insurance policy available to **their members only**. School councils members involved in fundraising and other activities independent of a school may wish to consider membership in this Association.
2. The Ontario Association of Parents in Catholic Education will add School Councils who become members to their group liability policy. Information about membership and insurance can be obtained through the London Office at 519-432-5573.

Liability insurance protection is just one of the benefits of membership in either of these organizations.

These group liability insurance programs are designed to complement liability insurance policies provided by OSBIE or any other school board insurer."

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 FEB 10
Report No. 019-26

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: POLICY REVIEW – 3001 GOVERNANCE

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 The 3001 Governance Policy was last revised on June 28, 2022.

2. Situation

- 2.1 At the June 24, 2025, Regular Board meeting, 3001 Governance Policy was approved for review during the 2025-2026 school year as part of the policy development and review cycle.
- 2.2 On December 10, 2025, the policy was posted on the board website and distributed to constituent groups for review and comment with input to be received by January 22, 2026.
- 2.3 There was no input received from constituent groups.
- 2.4 The revised policy is attached as Appendix A.
- 2.5 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that the Board Advisory Committee refer the following to the Board for approval:

“That Lakehead District School Board approve 3001 Governance Policy, Appendix A to Report No. 019-26”.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

BUSINESS AND BOARD ADMINISTRATION**3000**

DRAFT February 10, 2026

Governance Policy**3001**1. Rationale:

The Lakehead District School Board (LDSB) is a Board of Education established under the Education Act, with power to perform all of the duties conferred, or imposed upon, a public school board by that or any other Act of the Legislative Assembly of the Province of Ontario.

2. Policy:

It is the policy of LDSB to govern lawfully, in accordance with the provisions of the Education Act, other applicable legislation, the pertinent regulations of the Ministry of Education and the Board's Procedural By-Law.

3. Guidelines:

3.1 Board Duties

The Board shall:

- develop a multi-year plan(s);
- promote student achievement and well-being;
- promote positive school climate;
- promote bullying prevention;
- deliver effective and appropriate education programs;
- develop and maintain policies and structures;
- monitor and evaluate effectiveness of Board policies;
- monitor director's performance under the Education Act, Regulations, Board policies, and assigned duties;
- annually review multi-year plan with director;
- report to supporters re: plan and progress;
- provide effective stewardship of Board resources; and
- allocate resources towards prescribed outcomes.

3.2 Modelling Good Governance:

The Board and Trustees will jointly and severally model LDSB Values, Principles and Commitment to Reconciliation:

Our Values:

- ***Belonging;***
- Empathy;
- Integrity; and
- Respect.
- ***Inclusion;***
- ***Responsibility.***

BUSINESS AND BOARD ADMINISTRATION

3000

DRAFT February 10, 2026

Governance Policy

3001

Lakehead Public Schools strive to embody the following three principles:

- Belong;- ***we provide environments where everyone belongs;***
- ***Succeed - we hold high expectations for all learners; and***
- Reconcile - ***we commit to a spirit and journey of reconciliation.***
- ~~Achieve;~~
- ~~Lead; and~~
- ~~Inspire.~~

Our Commitment to Reconciliation:

We commit to the following four principles of reconciliation between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools:

- Relationality;
- Relevancy;
- Respect; and
- Responsibility.

4. Review:

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
OPSBA's Guide to Good Governance 2019-2022	November 22, 2011	The Education Act (RSO 1990) S 169.1
Lakehead District School Board Trustee Code of Conduct	<u>Date Revised</u> April 23, 2019 May 10, 2022 June 28, 2022	
Lakehead District School Board Strategic Plan 2025-2029 2021-2024		

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Vance Chapman Public School

2025 NOV 19
6:00 p.m.

MEMBERS PRESENT:

Suzanne Posthumus, Chair
Sarah Niles
Liz Tod
Wendy Carroll
Michelle Blackburn

Alina Cameron, Vice Chair
Trustee Trudy Tuchenhagen
Trustee Patricia Johansen
Anne Antenucci

OTHERS PRESENT:

Michelle Probizanski
Maggie Fredrickson
Christine Jones

Lydia Wiita
Angela Delorey

ABSENT WITH REGRET:

Trustee Leah Vanderwey
Simona Serrao
Miranda Myers

Tara Ingram
Scott McBean

1. **Call to Order**

Suzanne Posthumus, Chair, called the meeting to order at 6:05 p.m.

2. **Land Acknowledgement**

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

3. **Welcome & Introductions**

Suzanne Posthumus, Chair, introduced Lydia Wiita, Special Needs Classroom Teacher and Angela Delorey, Principal, Vance Chapman Public School.

4. **Approval of the Agenda**

Moved by Anne Antenucci

Seconded by Trustee Tuchenhagen

"THAT the agenda for the SEAC Meeting, November 19, 2025, be approved."

CARRIED

5. **Declarations of Conflict of Interest**

There were no conflict of interest.

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

6. Delegations

There were no delegates.

7. Presentations

Lydia Wiita, Special Needs Classroom Teacher and Angela Delorey, Principal, Vance Chapman Public School, presented their Special Needs Classroom that supports 15 special needs students. There are 11 student support professionals who work alongside Lydia Wiita. The committee was provided a tour. All members' questions were addressed.

8. Approval of Minutes

Moved by Alina Cameron

Seconded by Sarah Niles

"THAT the minutes of October 15, 2025, SEAC meeting be approved."

CARRIED

9. Business Arising from the Minutes

There were none.

10. Correspondence

Suzanne Posthumus, Chair reviewed the SEAC correspondence that was distributed during the month of October 2025 as follows:

- SEAC Annual Report;
- Durham DSB, letter to Minister Calandra; and
- OAC report can be circulated

11. New Business

11.1 Maggie Fredrickson, Principal, Special Education, provided a special education update. All members' questions were addressed.

11.2 Michelle Probizanski, Superintendent of Education, shared a summary of the Ontario Autism Coalition survey. All members' questions were addressed.

11.3 Michelle Probizanski, Superintendent of Education, shared a summarized OSPBA report on special education overspending in Ontario public school boards.

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

12. Information/Inquiries & Association Report

- Anne Antenucci, Autism Ontario, shared that City of Thunder Bay's Parade of Lights is scheduled to start 7:00pm on December 6, 2025.
- Michelle Blackburn, George Jeffrey Children's Centre, shared that their Smart Start Hub is partnered with Dilico Anishinabek Family Care, Anishnawbe Mushkiki and The District of Thunder Bay Social Services Administration Board, which has three locations. There is also a site at Intercity Mall.
- Alina Cameron, Vice Chair, shared that the budget consultation starts January 28, 2026.

13. SEAC Budget Update

Michelle Probizanski, Superintendent of Education reported there was no change to the budget.

14. Board Update

Trustee Tuchenhagen provided the following Board update:

- a meeting was requested by Director Pharand, Trustee Vanderwey and Trustee LeBlanc with MPP Holland to discuss transportation and special education needs;
- Bill 33, was pass today, November 19, 2025; and
- a recent interview with Trustee Vanderwey on how Trustees are vital to Ontario's Education System and highlighting the importance of ensuring Northwestern Ontario remains heard as our needs can be different from Southern Ontario.
Linkd below:
<https://www.cbc.ca/news/canada/thunder-bay/thunder-bay-trustees-provincial-supervision-9.6986610>

15. Adjournment

Moved by Anne Antenucci

Seconded by Michelle Blackburn

"THAT we do now adjourn at 7:36 p.m."

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Jim McCuaig Education Centre

2025 DEC 17
6:00 p.m.

MEMBERS PRESENT:

Suzanne Posthumus, Chair
Sarah Niles
Liz Tod
Miranda Myers
Wendy Carroll
Michelle Blackburn

Alina Cameron, Vice Chair
Trustee Patricia Johansen
Trustee Leah Vanderwey
Anne Antenucci
Tara Ingram
Scott McBean

OTHERS PRESENT:

Michelle Probizanski
Maggie Fredrickson
Carly Hubbard

Eyjolina Chapman
Robyn Eady-Sitar

ABSENT WITH REGRET:

Simona Serrao

Trustee Trudy Tuchenhagen

1. **Call to Order**

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

2. **Land Acknowledgement**

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

3. **Welcome & Introductions**

Suzanne Posthumus, Chair, introduced and welcomed the following trustees who were appointed as members of SEAC for the 2025-2026 school year:

- Trustee George Saarinen; and
- Trustee Leah Vanderwey.

Suzanne Posthumus, Chair, introduced the following presenters:

- Eyjolina Chapman, Special Education Facilitator; and
- Robyn Eady-Sitar, Itinerant Blind/Low Vision Teacher.

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

4. Approval of the Agenda

Moved by Anne Antenucci

Seconded Tara Ingram

“THAT the agenda for the SEAC Meeting, December 17, 2025, be approved.”

CARRIED

5. Declarations of Conflict of Interest

There were none.

6. Delegations

There were no delegates.

7. Presentations

- 7.1 Eyjolina Chapman, Special Education Facilitator at Claude E. Garton Public School, delivered a presentation titled *A Day in the Life*, highlighting the range of supports a facilitator provides within a school setting.

All members' questions were addressed.

- 7.2 Robyn Eady-Sitar, Vision Itinerant Teacher, delivered a presentation titled *Vision Itinerant Services*, outlining the supports and services provided to students who are blind or have low vision.

All members' questions were addressed.

8. Approval of Minutes

Moved by Sarah Niles

Seconded by Michelle Blackburn

“THAT the minutes of November 19, 2025, SEAC meeting be approved.”

DEFEATED

Outcome: Motion Defeated due to an edit required to the first bullet point under Item 14 of the November 19, 2025, minutes. The revised minutes will be brought forward for approval at the next SEAC meeting.

9. Business Arising from the Minutes

There were none.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

10. Work Plan

The work plan was presented and reviewed. Revisions, as discussed, will be incorporated and the updated work plan will be included in the agenda package for the next meeting.

11. Correspondence

Suzanne Posthumus, Chair reviewed the SEAC correspondence that was distributed during the month of November 2025 as follows:

- Waterloo Region District School Board, Letter of Support;
- Pre-Budget Consultations 2026, Ontario Autism Coalition (OAC);
- Townhall Meeting in Thunder Bay, December 14, 2025, OAC;
- December 2025 Early ON, Dilico Anishinabek Family Care;
- Smart Start Hub Flyer, George Jeffrey Children's Centre;
- Ontario Taking Action to Improve Student Achievement;
- RARC Parent Workshop Series; and
- Autism Ontario Statement, Bill 33.

12. New Business

12.1 Maggie Fredrickson, Principal, Special Education, provided a special education update:

- student success story at Armstrong Public School;
- high volume of incoming requests from the region outside of Thunder Bay with extensive needs. Plans are being made to creatively accommodate these requests;
- update on IEPs; and
- Maggie Fredrickson, Principal, Special Education, will attend the upcoming Public Education Symposium in Toronto to deliver a presentation on "Safety Toolkits", focusing on strategies for supporting schools experiencing an increase in violent incidents.

All members' questions were addressed.

12.2 Michelle Probizanski, Superintendent of Education, put forth the suggestion of planning a SEAC event. SEAC members were requested to share possible ideas or suggestions for this event.

13. Information/Inquiries & Association Report

- Anne Antenucci, representative of Autism Ontario, shared the following Autism Ontario update: Upcoming virtual event - paperwork party, and the Sunflower Lanyards program;
- Alina Cameron, Community member provided the Ontario Autism Coalition (OAC) update.

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

14. SEAC Budget Update

Michelle Probizanski, Superintendent of Education reported there was no change to the budget.

15. Board Update

Trustee Vanderwey provided the following Board update:

- annual meeting December 2nd 2025, the chair and vice chair were acclaimed and remained the same;
- at the Finance Committee December 9th, 2025, the chair and vice chair were acclaimed and remained the same;
- an advocacy letter submitted by the Miiniwewinan Indigenous Education Advisory Committee was approved at the last Regular Board Meeting, November 25, 2025; and
- A letter was submitted by the Board to the editor of the Chronicle Journal, subject: understanding the critical role of the democratically elected school board trustees.

16. Adjournment

Moved by Trustee Vanderwey

Seconded by Sarah Niles

“THAT we do now adjourn at 7:38 p.m.”