

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING

**Thursday, March 26, 2026
 Jim McCuaig Education Centre**

Suzanne Posthumus
 Chair

Alina Cameron
 Vice Chair

AGENDA

PUBLIC SESSION

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

	<u>Resource Person</u>	<u>Pages</u>
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		
5.1 Budget Presentation	A. Lee-Wiwcharyk	
5.2 Delegations – N/A		
6. APPROVAL OF MINUTES – PUBLIC SESSION	S. Posthumus	
• Special Education Advisory Committee - January 21, 2026		1-3
7. UNFINISHED BUSINESS AND GENERAL ORDERS		
7.1 SEAC Brochure		4-5
8. WORK PLAN		6-10
9. CORRESPONDENCE	S. Posthumus	11-80
• February 2026 at Abiinojiishiik amino yawook EarlyON;		
• Lakehead District School Board (LDSB) administrative policies under review, with input due March 29, 2026:		
• Fundraising in Schools;		
• Territorial Students Program – Transportation & Services; and		
• Fees for Learning Materials and Activities;		

	<u>Resource Person</u>	<u>Pages</u>
<ul style="list-style-type: none"> • Lakehead District School Board (LDSB) governance policies under review, with input due March 29, 2026: <ul style="list-style-type: none"> • 5010 Special Education Policy & Procedures; • 7030 Human rights and Workplace Harassment; • Empowered Kids Ontario (EKO) scholarship information; • FASD Support Group Information; • Durham District School Board SEAC – Letter of Support for School Board Trustees; • March 2026 at Abiinojiishiik amino yawook EarlyON; and • Autism Ontario Invite – Join Celebrate the Spectrum April 1-30, 2026. 		
10. NEW BUSINESS		
10.1 Special Education Update	M. Fredrickson	
10.2 Special Education Programs Update	M. Probizanski	
10.3 Education Quality and Accountability Office (EQAO) Results	M. Fredrickson	
10.4 SEAC 2026-2027 Budget Deputation to Finance Committee	S. Posthumus	81-86
10.5 SEAC representation at – Equity and Inclusive Education Advisory Committee	S. Posthumus	
11. INFORMATION/ INQUIRIES & ASSOCIATION REPORTS	All	
12. SEAC BUDGET UPDATE	M. Probizanski	
13. PARENT INVOLVEMENT COMMITTEE (PIC) UPDATE	T. Ingram/ S. Posthumus	
14. BOARD UPDATE	Trustee	
15. ADJOURNMENT		

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Jim McCuaig Education Centre

2026 JAN 21
6:00 p.m.

MEMBERS PRESENT:

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

Alina Cameron, Vice Chair
Trustee Leah Vanderwey
Trustee George Saarinen
Anne Antenucci
Tara Ingram
Scott McBean

OTHERS PRESENT:

Maggie Fredrickson
Simona Serrao

ABSENT WITH REGRET:

Michelle Probizanski

1. **Call to Order**

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

2. **Disclosure of Conflict of Interest**

There were none.

3. **Approval of the Agenda**

Moved by Trustee Saarinen

Seconded by Liz Tod

“THAT the agenda for the SEAC Meeting, January 21, 2026, be approved.”

4. **Land Acknowledgement**

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

5. **Delegations and Presentations**

5.1 Sasha Friske, Registered Behavior Analyst, and Kim Pineau, Autism Resource Teacher, presented the Autism Student Supports Presentation.

All members' questions were addressed.

5.2 There were no delegations

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

6. Approval of Minutes

Moved by Anne Antenucci

Seconded by Sarah Niles

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

CARRIED

Moved by Michelle Blackburn

Seconded by Alina Cameron

“THAT the minutes of December 17, 2025, SEAC meeting be approved.”

CARRIED

7. Unfinished Business and General Orders

There were none.

8. Work Plan – N/A

9. Correspondence

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

- Policy under review: Use of School Buildings, Facilities & Grounds - Due February 9, 2026;
- Special Education Advisory Committee Table at Superior Collegiate & Vocational Institute: Grade 8 Open House - February 11, 2026, 7 p.m.; and
- Special Education Advisory Committee Table at Hammarskjold High School – February 12, 2026, 6 p.m.

10. New Business

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

- Lakehead Public Schools (LPS) Speech-Language Team is managing a high caseload. An increasing number of students are entering school as non-speakers, intensifying the need for additional support. Lakehead District School Board (LDSB) has received additional Northern Adjustment funding to engage external providers to help alleviate pressure in this area;
- training was scheduled for special education facilitators on Friday, January 16, 2026, to self-evaluate their IEPs. This training was a success with good discussion and learning; and
- student support professionals (SSP) update was provided on learning and training.

All members' questions are addressed.

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SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

11. Information/Inquiries & Association Reports

- Anne Antenucci of Autism Ontario provided the Autism Ontario update. April 2026 is Autism Awareness month. Theme this year is 'Celebrate the Spectrum'. April 2, 2026 is World Autism Day;
- Scott McBean of Children's Centre Thunder Bay shared an update of change in CEO for their organization effective April 1, 2026. Terra Lofts has been appointed as the new CEO;
- Michelle Blackburn provided the George Geffery Children's Centre update; and
- Alina Cameron, Community Member, provided the Ontario Autism Coalition (OAC) update.

12. SEAC Budget Update

Maggie Fredrickson, Principal of Special Education, reported the SEAC Budget to be at \$ 9,109.

13. Board Update

Trustee Vanderwey provided the following Board update from the recent Board Advisory Committee meeting, January 13, 2026:

- the Arts Department chair and team were awarded the Trustee Character Award for the Chippewa Park Carousel;
- the Arts Program presented an overview of their program. All areas of the strategic plan initiatives are met in this program; and
- the Health and Safety Program – Semi Annual Report was presented.

14. Adjournment

Moved by Trustee Saarinen

Seconded by Michelle Blackburn

"THAT we do now adjourn at 7:00 p.m."

LDSB SEAC Committee Members 2022-2026

- Anishnawbe Mushkiki
- Autism Ontario
- Children's Centre Thunder Bay
- Community Member
- Dilico Anishinabek Family Care
- Easter Seals
- Fetal Alcohol Spectrum Information Network (FASIN)
- George Jeffrey Children's Centre
- Learning Disabilities Association of Ontario
- OPTIONS Northwest
- Trustee Members

What Happens at a SEAC Meeting?

SEAC meetings enable SEAC members to provide advice about Board special education programs and services.

Meetings follow a formal format including:

- **Review** and approval of agenda and meeting minutes
- **Presentations** on special education programs and services
- **Current** issues and initiatives in special education
- **Community** updates by SEAC Members
- **Board** Meeting Updates
- **Correspondence and Questions**

You are welcome to attend **SEAC**.

The Lakehead District School Board welcomes interested members of the public to attend and observe the Special Education Advisory Committee Meetings.

Please check the Board website for dates and times of upcoming meetings at:
lakeheadschoos.ca

Special Education Advisory Committee

What is **SEAC**?

Every student is entitled to an educational program which is responsive to their strengths and needs. The Ontario Education Act requires that all school boards provide special education programs and services on behalf of Exceptional students. Under the Act, school boards are also required to establish a **Special Education Advisory Committee (SEAC)**.

SEAC advises and makes recommendations to the Board concerning the establishment and development of special education programs and services.

Overview

Under the Education Act and Regulation 464/97, all District School Boards are required to establish a Special Education Advisory Committee (SEAC). SEAC may make recommendations to the Board concerning any matter affecting the establishment, development and delivery of special education programs and services for students with special needs.

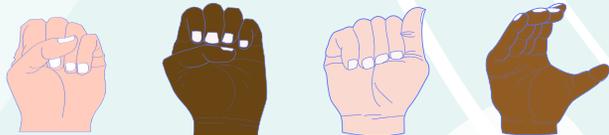
SEAC membership Includes:

- Twelve volunteers representing local parent associations
- Alternates for each volunteer
- Trustees of the Board
- Representation for First Nations, Métis and Inuit students
- Additional Members as determined by the Board of Trustees

The Superintendent of the Board responsible for special education and other personnel attend the meetings as non-voting members.

Eligible members for SEAC are required to:

- Reside within the jurisdiction of the Board they represent
- Be qualified to vote for members of the school board
- Be a Canadian citizen
- Be over the age of eighteen
- Not be employed by the Board



Responsibilities SEAC of Members

- **Provide** advice about special education and key legislation, programs and services.
- **Represent** the needs of Exceptional students effectively.
- **Participate** in the annual review of the Board's Special Education Report.
- **Collaborate** with other SEAC members to effectively respond to the needs of all students with special education needs.
- **Attend** 10 meetings per year.



FOR MORE INFORMATION...

Check the Board website under Special Education for important Special Education Resources including the following Parent Resource Guides:

- [Guide for Parents](#)
- [Special Education Plan](#)

SEAC Associations

A SEAC for a district school board is composed of representatives and alternates from up to 12 local associations which must be affiliated with associations or organizations that:

- are incorporated;
- operate throughout Ontario;
- further the interests and well-being of one or more groups of Exceptional children or adults; and,
- do not represent professional educators.

Alternates, for local association members, are able to attend and participate in SEAC meetings if the local association member cannot be present.

SEAC members are appointed by the school board. They serve for the term of office of board members and until a new board is organized. A new SEAC is formed every four years following the election of the Board of Trustees.

Check the Board website under **SEAC** for SEAC related documents.

SEAC Work Plan 2025-2026

Goal 1	Increase SEAC Awareness and Understanding of Schools and Special Education Programs and Services		
Strategies	<ul style="list-style-type: none"> • Invite at least three schools to present information on how they support students and provide a tour of facility. • Hold SEAC meetings at schools that present. 		
Indicators of Success	<ul style="list-style-type: none"> • SEAC members increase knowledge and understanding of services offered within the school community 		
Timeline	June 2025 and ongoing	Responsible	Chair, Vice Chair, Superintendent, Executive Secretary
<p>Record of Progress</p> <ul style="list-style-type: none"> • Lakehead District School Board (LDSB) Learning Supports Team presentation at SEAC meeting, September 17, 2025; • Lakehead Public Schools Language Team presentation at SEAC meeting, October 15, 2025; • Students with Special Needs Classroom Presentation and tour at SEAC meeting, November 19, 2025, held at Vance Chapman Public School; • Claude E. Garton Public-school, special education facilitator presentation - <i>A Day in the Life</i> of a special education facilitator at SEAC meeting, December 17, 2025; and • Vision Itinerant Services Presentation at SEAC meeting, December 17, 2025. • ongoing SEAC Correspondence • special education updates by Maggie Fredrickson, Principal of Special Education and Michelle Probizanski, Superintendent of Education; and • updates on school funding, Bill 33 – understanding the Board’s response enables the community to remain informed and engaged. 			

SEAC Work Plan 2025-2026

Goal 2	Advocate for Students with Special Needs		
Strategies	<ul style="list-style-type: none"> • Respond to current opportunities to advocate for students and families (i.e. transition committees, other initiatives) • Advocate for students and families through the SEAC Advocacy Program • Review and provide input into LDSB policies and corresponding procedures which are relevant to SEAC from September 2025 to June 2026 as outlined in the “Order of Policies for Development and Review” • Invite policy review leads to attend and present policies and procedures at SEAC meetings 		
Indicators of Success	<ul style="list-style-type: none"> • 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	June 2025 and ongoing	Responsible	All SEAC Members
<p>Record of Progress</p> <ul style="list-style-type: none"> • 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. List of policies under review for 2025-2026 was shared with SEAC. • The Board Updates are shared regularly at SEAC meetings. 			

SEAC Work Plan 2025-2026

Goal 3	Improve Parent / Guardian Knowledge of Special Education and SEAC, and Engage Parents in Supporting Their Child / Children		
Strategies	<ul style="list-style-type: none"> • Connect with Parent Involvement Committee and School Council Chairs to arrange presentation(s) about SEAC • Inform Parents / Guardians of Current Board Initiative • Finalize video(s) related to student supports and accommodations • Include SEAC meeting dates under “Upcoming Events” on the main page of Lakehead Public Schools’ website • Send SEAC information out to community organizations (i.e. role, meeting dates) 		
Indicators of Success	<ul style="list-style-type: none"> • Feedback through SEAC Members • Participation level in SEAC events • Broader distribution of SEAC information within the community 		
Timeline	June 2025 and Ongoing	Responsible	All SEAC Members, Superintendent, Executive Secretary
<p>Record of Progress</p> <ul style="list-style-type: none"> • 2025-2026 SEAC meeting schedule has been uploaded to the LDSB website; • The Evolution of Inclusion Presentation by Shelley Moore; • Special Education Advisory Committee (SEAC) information table at Kindergarten night, January 28th, 2025 at École Elsie MacGill Public School; • Special Education pamphlets updated and shared with schools; and • Special Education Advisory Committee (SEAC) information table at Grade 8 Open House nights at high schools. 			

SEAC Work Plan 2025-2026

Goal 4	Keep SEAC Materials Current		
Strategies	<ul style="list-style-type: none"> • Review and update binders on an annual basis (as needed) • Review and update advocacy memo; share with schools, community partners and post on the Board website • Maintain SEAC advocacy information, and other materials, which can be shared with students, parents/guardians/caregivers and schools. 		
Indicators of Success	<ul style="list-style-type: none"> • SEAC materials are current and available for easy access 		
Timeline	Ongoing	Responsible	All SEAC Members, Superintendent, Executive Secretary
Record of Progress			
<ul style="list-style-type: none"> • Binders are up to date. 			

SEAC Work Plan 2025-2026

Goal 5	Provide Input to the Board, organizations, agencies and committees as requested.		
Strategies	<ul style="list-style-type: none"> • Engage with other bodies to support special needs students 		
Indicators of Success	<ul style="list-style-type: none"> • Requests for SEAC engagement have been addressed. 		
Timeline	Ongoing	Responsible	All SEAC Members, Superintendent, Executive Secretary
<p>Record of Progress</p> <ul style="list-style-type: none"> • SEAC representatives attend Parent Involvement Committee meetings; • SEAC provides input on the annual proposed budget with the opportunity of submitting a budget deputation for consideration; and • Request was put out to SEAC to join the Equity Committee. 			

SEAC

CORRESPONDENCE

Abinojiishik-amino-yawook EarlyON Child and Family Centre

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Drop In 11:30 - 3:00 Family Fun Night 3:30 - 6:00	3 Drop In 9:30 - 4:30	4 Drop In 9:30 - 4:30	5 Intercity 10:00 - 1:00 Drop In 9:30 - 4:30	6 CLOSED Staff Development	7
8	9 Drop In 11:30 - 6:00	10 Drop In 9:30 - 4:30	11 CLOSED Staff Training	12 CLOSED Staff Training	13 Drop In 9:30 - 4:30	14 HAPPY VALENTINE'S DAY ♥
15	16 <i>Happy Family Day</i>	17 Drop In 9:30 - 3:30	18 Drop In 9:30 - 4:00 Fluoride Varnish 1:00 - 4:00	19 Drop In 9:30 - 3:30	20 Drop In 9:30 - 3:30	21
22	23 Drop In 11:30 - 6:00	24 Drop In 9:30 - 4:30	25 Morning Cuddles & Crumbs 9:30 - 12:30 Drop In 1:00 - 4:30	26 Intercity 10:00 - 1:00 Drop In 9:30 - 4:30	27 CLOSED	28 Drop In 9:30 - 3:30

Abinojüshük-amino-yawook

translated means children raised in a good way.

Parents and caregivers of infants and children up to the age of six can access the center five days a week for learning experience, social interaction, support from early childhood educators. As an Anishinabek-led center, parents and caregivers can expect the center to be culturally-safe, relevant, reciprocal, and respectful.



EarlyON Program Information

Drop In - Perfect place for kids to play, explore, and make new friends in a safe and welcoming environment! No registration required—just drop in during our open hours and let the fun begin.

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.

Family Fun Night - Bring the whole family for a night of food, fun, and play! Families with children ages 0–6 are invited to enjoy a tasty meal and lots of free play in a warm, welcoming EarlyON space. Come laugh, explore, and make special memories together! Call 807-939-3160 or text 807-632-0530 to pre-register.

Morning Cuddles & Crumbs - Rise and shine with snuggles and snacks! Join us for a fun-filled morning where you and your little one can cuddle up and whip up a tasty, nutritious breakfast snack together. It's all about cozy moments, giggles, and yummy bites to kickstart your day the right way.

Fluoride Varnish - The TBDHU Oral Health team will be joining us to offer free fluoride varnish. Fluoride varnish is a protective coating that is painted onto the teeth. This coating makes teeth stronger to help prevent cavities from starting. Walk in's accepted.

Parents will also have the chance to create a felt tooth pouch for their little ones, a fun and crafty way to support healthy smiles!

SCHOOL-COMMUNITY RELATIONS

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FUNDRAISING IN THE SCHOOLS POLICY

8012

1. Rationale

Schools are continually striving to provide the best learning environment and opportunities for their students. It is recognized that some school fundraising projects and donations from parents and the school community go beyond money to reflect the collaborative efforts of teachers, students, parents and the school community. Lakehead District School Board recognizes both the contributions to the community and to school spirit made by students, and the growth and learning experienced by students when they are actively involved in fundraising for community and school projects. Funds raised for school purposes will not be used to replace public funding for education but rather should enhance programs and support school initiatives.

2. Policy

It is the policy of Lakehead District School Board to support a variety of fundraising activities. Fundraising may be defined as the direct solicitation of funds or goods through sponsorship activities, athletics, the sale of products through vending machines or canvassing, and the sale of tickets for raffles. The purposes for which funds are collected should at all times demonstrate the values and mission endorsed by the Board. Fundraising activities should support student achievement.

3. Definitions

3.1 School Generated Funds

School generated funds are funds that are raised and collected in the school or broader community in the name of the school by school councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the Board's operating and capital budgets.

3.2 Fundraising

An activity, permitted under Board policy, carried out by the school, or a parent organization associated with a school, to raise money or other resources that is approved by the school principal. Such activities may take place on or off school property.

School Fundraising

Fundraising organized by the students and staff which may impact, in part, on the instructional day. Parents may volunteer to assist.

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Parent Organization Fundraising

Fundraising carried out by a parent organization and having minimal or no impact on the instructional day.

3.3 School Community

School community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

3.4 Charity

An organization or institution engaged in non-profit assistance as defined by the Income Tax Act.

3.5 Community Project

An activity that will promote the educational, philanthropic, or other work for the betterment of the local, regional, national, and world communities.

3.6 Door-to-Door Canvassing

An activity which involves students soliciting donations or sales on a house-to-house basis. Soliciting support from a friend or relative for a particular school or class project is not considered door-to-door canvassing.

4. Guidelines

4.1 All fundraising activities have a designated purpose and the proceeds derived will be used for the intended purpose.

4.2 Organizations; e.g. School Councils/Parent Associations, Home and School Association; which are related to the operation of the Board and its schools may engage in fundraising activities provided that the activities have been approved by the principal and that the activities abide by other appropriate policies of the Board. All fundraising activities will respect:

4.2.1 the voluntary nature of fundraising activities;

4.2.2 that personal information of staff, students or other individuals is not to be shared without prior consent;

4.2.3 the impact on student and staff time, and school programs;

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- 4.2.4 that activities will be age-appropriate;
- 4.2.5 that supervision of students and safety precautions are of primary consideration;
- 4.2.6 school community recommendations regarding the planning and implementation of fundraising activities;
- 4.2.7 Municipal, Provincial and Federal legislation, and Ministry of Education guidelines and policies;
- 4.2.8 accounting policies and procedures for fundraising as set out in the procedure guideline for this policy;
- 4.2.9 that no person, including Board staff or volunteers, will benefit materially or financially from the activity;
- 4.2.10 that any capital projects supported should be complementary to publicly funded education, not result in an increase in the student capacity of a school, nor result in a significant increase in school or Board operating or capital costs;
- 4.2.11 that door-to-door canvassing by Lakehead District School Board students is not permitted;
- 4.2.12 that canvassing by students in public places, i.e. malls, is not permitted;
- 4.2.13 that soliciting funds by political or commercial agencies is not permitted on the properties of Lakehead District School Board;
- 4.2.14 that when an event, trip or purchase is cancelled, the proceeds from fundraising cannot be specifically targeted to a student, but shall be used to benefit the school department for which the activity was planned;
- 4.2.15 that acceptable uses of fundraising proceeds may include:
- day field trips;
 - extended field trips;
 - school yard improvement projects;
 - upgrades to sporting facilities;
 - special co-curricular projects (i.e. graduation, etc.);
 - charities;
 - community projects;
 - special school/class projects;
 - extracurricular activities and events (i.e. travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs);

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- cost of travel to co-curricular competition;
- student assistance fund;
- supplies, equipment or services which complement items funded by provincial grants;
- guest speakers or presentations;
- ceremonies, awards, plaques, trophies or prizes for students;
- scholarships or bursaries; and
- other activities as approved by the superintendent.

4.2.16 that unacceptable uses of fundraising proceeds may include:

- items funded through provincial grants such as classroom learning materials and textbooks;
- facility renewal, maintenance, or upgrades funded through provincial grants;
- infrastructure improvements which increase the student capacity of a school or are funded by provincial grants;
- goods or services for employees, where such purchases would contravene the Education Act;
- professional development including support for teacher attendance at professional development activities;
- administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized; and
- support for partisan political activity, groups or candidates.

4.2.17 that all equipment purchased from funds derived from fundraising shall become the property of Lakehead District School Board and shall be included in the equipment inventory list of the school. Such equipment will meet system standards.

4.2.18 that in the event of a school closure, school consolidation, or that the equipment purchased through fundraising becomes obsolete, the disposition of these goods will be in consultation with the school council, and the Home and School Association, if applicable;

4.2.19 that donors are made aware that cash donations of \$25.00 or more to a school or program of Lakehead District School Board are eligible for a charitable receipt;

4.2.20 that any fundraising in support of a local charity be approved by the superintendent of business or designate;

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4.2.21 that any products used for school fundraising be of good quality and be provided by reputable companies as defined by 3030 Purchasing Policy; and

4.2.22 that all resources raised through fundraising activities be used within a two-year period unless approval is granted by the superintendent.

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>
Purchasing Policy & Procedures 3030	October 15, 1991 <u>Date Revised</u> June 25, 2002 June 24, 2008 June 26, 2012 April 24, 2018	

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1. Policy

It is the policy of Lakehead District School Board to support a variety of fundraising activities. Fundraising may be defined as the direct solicitation of funds or goods through sponsorship activities, athletics, the sale of products through vending machines, and the sale of tickets for raffles. The purposes for which funds are collected should at all times demonstrate the values and mission endorsed by the Board. Fundraising activities should support student achievement.

2. Implementation Procedures - Planning, Approvals and Communication

2.1 Each year the principal, in consultation with students, staff, parents/guardians, and school council, will prepare a School Fundraising Forecast (Appendix A).

2.2 If the school has a local home and school association, the fundraising activities of the home and school association shall be part of the School Fundraising Forecast.

2.3 The School Fundraising Forecast will be communicated by the principal to the school community.

2.4 Adjustments to the forecast during the school year may be made by the principal in consultation with the parents/guardians, staff, students, and school council.

2.5 Each school will prepare an annual report on school-generated funds. Annually (no later than October 31 of the following year) the principal will submit to the school community a school generated funds financial report on how proceeds from fundraising, fees and corporate donations are used. Each school will determine the best format and communication vehicle for their school community (i.e. newsletter, posting on school website).

3. Accounting System

3.1 Bank Accounts

3.1.1 One central bank account, hereafter referred to as the school generated funds bank account, shall be established for internal school fundraising including those fundraising activities undertaken by school parent associations and school councils. All transactions (receipts and disbursements) shall be made through this school generated funds bank account.

3.1.2 The principal plus two other staff members, normally the vice principal and business secretary, shall be authorized to sign cheques drawn on the school generated funds bank account. Two signatures shall be required, one being the principal or vice principal.

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- 3.1.3 Secondary schools will maintain their accounts with the Board's bank. All deposits will be forwarded to the bank, together with other Board funds, using the courier service designated by the Board.
- 3.1.4 Elementary schools are encouraged to maintain their accounts with the Board's bank in order to secure reduced bank fees and streamline reporting.
- 3.2 Investments
 - 3.2.1 Lakehead District School Board will invest funds determined to be surplus to cash flow requirements according to Education Act Regulations (O.Reg 41/10).
 - 3.2.2 In the event school generated funds are to be invested, the principal will submit the request to the finance department as outlined in the investment practices of the Board.
- 3.3 Bookkeeping Requirements
 - 3.3.1 All schools will use the common software provided by the Board to create and maintain the school fundraising deposits, cheques, records and reports.
 - 3.3.2 A standard chart of accounts will be supplied by the finance department.
 - 3.3.3 A separate category may exist for school council and parent/teacher association (PTA) fundraising activities. This will permit school councils and PTAs to conduct their activities using the school fundraising bank account while retaining control over their fundraising and expenditures and preparing their monthly association reports.
 - 3.3.4 Receipts and disbursements shall be approved and processed in a timely manner according to Board policies and practices.
 - 3.3.5 Cheques are to be produced electronically using the features provided in the system.
 - 3.3.6 Bank reconciliations shall be prepared monthly along with other reports as outlined in practices and are to be reviewed and signed by the principal.
 - 3.3.7 Schools will conform to the school generated funds practices issued by the finance department.

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3.4 Reporting Requirements

- 3.4.1 In accordance with the Public Sector Accounting Board guidelines and Ministry directive, the results of all school fundraising activities shall be included in the Board's annual consolidated financial statements.
- 3.4.2 The year-end rollover procedures are to be completed as directed by the finance department in accordance with Ministry reporting timelines.
- 3.4.3 The following reports shall be approved and signed by the principal, and submitted to the supervisor of finance:
 - 4.3.1 year end reports 1, 2, and 3;
 - 4.3.2 copy of August bank reconciliation; and
 - 4.3.3 copy of August bank statement.
- 3.4.4 Parent associations operating lottery groups in the name of a school will submit a School Fundraising Financial Report (Appendix C) to the principal to be approved and submitted to the supervisor of finance with the school's year end financial reports.

3.5 Records Retention

Copies of the year end reports and all supporting documentation (bank deposits slips, cheque requisitions, invoices, bank statements, and paid cheques) shall be retained in the school for a period of seven years as required by the Income Tax Act. If a school is closed, the records will be transferred to the Board's archives.

3.6 Home and School Associations

- 3.6.1 Parent groups, that are members of the home and school associations, are separate entities and their financial activities are not required to be included in the Board's financial statements. Consequently, the bookkeeping and reporting requirements do not apply to them with the exception of the requirement contained in section 3.1.2.
- 3.6.2 Members of the home and school association shall comply with the rules and reporting requirements of the Ontario Federation of Home and School Association.

SCHOOL-COMMUNITY RELATIONS**8000**

FUNDRAISING IN THE SCHOOLS PROCEDURES**8012**

4. Cancellations

In the event that an activity for which funds were raised is cancelled, or is terminated, or an individual chooses to withdraw from an activity for which funds were raised, the following conditions will apply:

- 4.1 If the arrangements for the activity are under contract to a commercial organization (i.e. travel agency) the terms and conditions of the contract will apply to the school, parent organization, the participants and their parents or guardians.
- 4.2 Advance payments or deposits made by a student or parent toward the individual students projected personal cost of participation will be refunded according to the following criteria:
 - 4.2.1 The refundable portion will be calculated taking into account non-refundable deposits, cancellation fees, and any other non-recoverable expenses.
 - 4.2.2 No refund to a student or parent will be made if the advance payment or deposit is made through the proceeds of fundraising (sale of chocolate bars, oranges, magazines, tag days, etc.).
- 4.3 In the event that an activity for which funds were raised through fundraising activities, (sale of chocolate bars, oranges, magazines, tag days, etc.) is cancelled or terminated, or a student who has participated in fundraising activities chooses to withdraw from the event, the proceeds from the fundraising events cannot be specifically targeted to a student but will be used to benefit the school department for which the activity was planned.

5. Shortages/Overages**5.1 Shortages**

Students participating in fundraising activities should not be held responsible for any loss that may be incurred.

5.2 Overages

In the case that the funds raised for an activity exceed the costs, the proceeds will be used to benefit the school event for which the activity was planned.

SCHOOL-COMMUNITY RELATIONS**8000**

FUNDRAISING IN THE SCHOOLS PROCEDURES**8012**

6. Donations

A donation by an individual student, parent or others in lieu of participating in general fundraising activities is not refundable and will be clearly communicated and indicated as a non-refundable donation on the individual's receipt. All donations, to be eligible for a tax receipt, shall meet the criteria established in the Income Tax Act.

- 6.1 Monetary and non-monetary donations received for the benefit of an individual school, or for the system as a whole, will be accepted. Official tax receipts will be issued by Lakehead District School Board for individual donations of a \$25 value or greater.
- 6.2 Cash donations received for the benefit of an individual school or for the system will be accepted for the following purposes:
- (a) the establishment and/or promotion of scholarships or bursaries;
 - (b) the giving of prizes, exhibitions or rewards to the pupils of Lakehead District School Board;
 - (c) donations to libraries;
 - (d) the purchase of equipment; and
 - (e) the purchase of services or supplies for a program that may not normally be covered by regular budget allocations.
- 6.3 Non-monetary donations may be accepted by the school or responsible system person if the following conditions are met:
- (a) the donated material or goods are appropriate and of use to the school/system;
 - (b) the goods or materials donated to a school, or centrally, will be used or distributed at the discretion of the principal or supervisory officer;
 - (c) donated equipment shall be completely paid for and free of encumbrances. Equipment, when donated and accepted, shall become and remain the property of the Board and can be used for any purpose as determined by the Board, unless a specific agreement is made between the Board and the donor;
 - (d) an independent assessment of the fair market value of the contribution will be obtained or provided, in writing, by the donor, if the donor wishes to receive a receipt for tax purposes; and

SCHOOL-COMMUNITY RELATIONS**8000**

FUNDRAISING IN THE SCHOOLS PROCEDURES**8012**

(e) the principal confirms that the equipment donated provides educational value to the school.

6.4 Issuance of an official tax receipt will be initiated by a school completing "Request for Official Tax Receipt" (Appendix B), and forwarding it to the supervisor of finance.

7. 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>
Purchasing Policy & Procedures 3030	October 1991 <u>Date Revised</u> June 25, 2002 June 24, 2008 June 26, 2012 April 24, 2018	

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Lakehead Public Schools

REQUEST FOR OFFICIAL TAX RECEIPT

Date: _____

ISSUE RECEIPT TO: _____

MAILING ADDRESS: _____

PHONE: _____

DESCRIPTION OF DONATION:

VALUE OF DONATION: _____ (minimum \$25.00)

TYPE OF DONATION: Monetary Non-Monetary

How was value of non-monetary donation determined (attach document)

SCHOOL: _____

PRINCIPAL'S SIGNATURE: _____

CURRICULUM AND INSTRUCTION	4000
TERRITORIAL STUDENT PROGRAM – TRANSPORTATION AND SERVICES POLICY	4030

1. Rationale

The Territorial Student Program serves students residing in a territorial district and who are attending their nearest secondary school which is a minimum of 251 kilometers away.

2. Policy

It is the policy of Lakehead District School Board that eligible students in the Territorial Student Program who reside a minimum of 251 kilometers from their nearest secondary school will receive monthly transportation to their home community, dependent upon available funding. The mode of transportation will be determined by the Board. It is expected that students will attend the nearest and most accessible secondary school to their residence. If the student attends a school other than the nearest, transportation will not be paid.

3. 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>
4035 Board and Lodging – Payment Policy	June 22, 2010	
	<u>Date Revised</u>	
	February 26, 2019	

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CURRICULUM AND INSTRUCTION	4000
TERRITORIAL STUDENT PROGRAM – TRANSPORTATION AND SERVICES PROCEDURES	4030

1. Policy

It is the policy of Lakehead District School Board that eligible students in the Territorial Student Program who reside a minimum of 251 kilometers from their nearest secondary school will receive monthly transportation to their home community, dependent upon available funding. The mode of transportation will be determined by the Board. It is expected that students will attend the nearest and most accessible secondary school to their residence. If the student attends a school other than the nearest, transportation will not be paid.

2. Eligibility

Students who live in a community with no secondary school and reside 251 kilometers or greater from the nearest secondary school are eligible for monthly transportation home. Students who attend secondary schools in Thunder Bay may be eligible for additional services as outlined in Section 5.

3. Procedures - Travel

The Board will provide for transportation of eligible students to return home once per month, up to a total of ten trips throughout the school year dependent upon available funding. A calendar will be provided by the Board for travel dates by the end of September.

The mode of transportation will be determined by the Board using the most cost effective method. Transportation costs outside of the most cost efficient method will be the responsibility of the parents/guardians.

4. Services of the Program

Eligible students that attend secondary schools in Thunder Bay may, dependent upon available funding, receive the following services as available:

- assistance in minimizing the difficulties of students in their adjustments to new schools, boarding homes and personal situations;
- encouragement and facilitation of student participation in a variety of worthwhile and healthy social activities;
- communication with schools, students, boarding homes and parents/guardians to address any potential concerns; and
- the monitoring of school performance and attendance of each student and take steps to assist student success.

CURRICULUM AND INSTRUCTION	4000
TERRITORIAL STUDENT PROGRAM – TRANSPORTATION AND SERVICES PROCEDURES	4030

5. Scope and Limitations of the Program

The Territorial Student Program is an educational support program only. Its mandate does not include the provision of treatment for, nor the rehabilitation of, students with serious emotional or social problems.

6. Review

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

<u>Cross Reference</u> 4035 Board and Lodging – Payment Policy	<u>Date Approved</u> June 22, 2010 <u>Date Revised</u> February 26, 2019	<u>Legal Reference</u>
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SCHOOL-COMMUNITY RELATIONS	8000
FEES FOR LEARNING MATERIALS AND ACTIVITIES POLICY	8010

1. Rationale

Every student has the right to attend a school, at which they are a qualified resident pupil, without payment of a fee. However, some activities or events may require some recovery of the cost for participation. When schools or school boards choose, with the support of the school community, to offer enhanced or optional programming, parents/guardians may be asked to contribute resources in the way of time, money or materials to support these programs or activities.

2. Policy

It is the policy of Lakehead District School Board not to charge student fees for the costs of materials and activities for elementary and secondary education. When appropriate, and with the support of the school community, schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In those situations for which charging student fees may be appropriate, no student should be excluded from participating in any school activity or event based on the ability to pay. Procedures for the charging and collecting of student fees should, at all times, demonstrate the mission and values of the Board.

3. Definitions

3.1 Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances or theme days.

3.2 Enhanced Programming and Materials

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

SCHOOL-COMMUNITY RELATIONS	8000
FEES FOR LEARNING MATERIALS AND ACTIVITIES POLICY	8010

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>
<i>8012 Fundraising in the Schools Policy</i>	September 27, 2011	_____
<i>Fees for Learning Materials and Activities Guideline, Ministry of Education, March 2011</i>	<u>Date Revised</u> May 28, 2019	_____

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SCHOOL-COMMUNITY RELATIONS	8000
FEES FOR LEARNING MATERIALS AND ACTIVITIES PROCEDURES	8010

1. Policy

It is the policy of Lakehead District School Board not to charge student fees for the costs of materials and activities for elementary and secondary education. When appropriate, and with the support of the school community, schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In those situations for which charging student fees may be appropriate, no student should be excluded from participating in any school activity or event based on the ability to pay. Procedures for the charging and collecting of student fees should, at all times, demonstrate the mission and values of the Board.

2. Key Principles

- 2.1 The fees referred to herein are fees other than tuition fees for visa students, international students, First Nations students attending pursuant to a tuition agreement, and adult or continuing education students. Nor do they include fees for early learning programs offered outside the regular school day or other before or after school programs.
- 2.2 For the purposes of this document, co-curricular activities or materials are defined as related to the regular day school program. Extra-curricular activities are defined as outside the regular day school program.
- 2.3 Activities for which funds are collected shall help to ensure the success of every student and demonstrate and help to foster integrity, acceptance, empathy, respect and responsibility.

3. Fee Charges

- 3.1 When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:
 - not required as part of the regular day school program;
 - voluntary and alternatives are offered;
 - non-essential or extracurricular in nature and is not required for graduation by an individual student; or
 - a voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

SCHOOL-COMMUNITY RELATIONS	8000
FEES FOR LEARNING MATERIALS AND ACTIVITIES PROCEDURES	8010

3.2 The following list provides examples of activities, programs or materials that may be considered for fee charges:

- optional programming such as Hockey Canada Skills Academy program;
- extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities);
- extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. trips abroad);
- optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- student activity fees;
- co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- student agendas and/or yearbooks.

3.3 The following list provides examples of activities, programs or materials that are ineligible for fee charges:

- a registration or administration fee for students enrolled in any regular day school program;
- a textbook fee or deposit;
- learning materials that are required for completion of the curriculum such as workbooks, musical instruments, science supplies, lab material kits and safety goggles;
- fees charged for the creation of discretionary accounts by teachers or departments;
- mandatory flat fees for any course leading to graduation other than optional programming;
- a fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

SCHOOL-COMMUNITY RELATIONS	8000
FEES FOR LEARNING MATERIALS AND ACTIVITIES PROCEDURES	8010

3.4 Schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies, or any loaned materials. These charges should not exceed the replacement or repair cost.

4. Practices

- 4.1 All fees for student activities should be of a modest amount and be consistent across schools of the Board.
- 4.2 Fee amounts should reflect the actual cost of the service or materials provided to the student. If there are residual amounts at the end of the school year in an ongoing category (for example: student fees), the funds should be rolled forward to the next year and to help reduce these fees in future years.
- 4.3 Wherever possible, schools will minimize the costs related to enhanced programming and materials that are optional to a course.
- 4.4 Alternative assignments should be provided for students to meet the expectations of a course in those situations in which a student chooses not to participate in an activity for which a fee is charged.
- 4.5 If an event for which fees were collected is cancelled, fees should be refunded to students.

5. Accountability

- 5.1 Fee schedules each year should be made widely available to members of the school community in student handbooks, fall school newsletters, and/or on the school website.
- 5.2 The process to account for the fees collected and the expenditures allocated should be prepared in the following manner.
 - 5.2.1 One central bank account, hereafter referred to as the School Fundraising Bank Account, shall be established for internal school fundraising (including Fees for Learning Materials and Activities). All transactions (receipts and disbursements) shall be made through this School Fundraising Bank Account.
 - 5.2.2 The principal plus two other staff members shall be authorized to sign cheques drawn on the School Fundraising Bank Account. Two signatures shall be required, one being the principal or vice principal.

SCHOOL-COMMUNITY RELATIONS	8000
FEES FOR LEARNING MATERIALS AND ACTIVITIES PROCEDURES	8010

- 5.2.3 All schools must use the common software provided by the Board to create and maintain the school fee deposits, cheques, records and reports. The current program in use is the Schoolcash.NET system, licensed from Kev Software Inc.
- 5.2.4 A standard chart of accounts will be supplied by the Finance Department. Schools may add and delete categories, but may not add or delete the designated “umbrella categories.”
- 5.2.5 A separate umbrella category will exist for Student Activities and Resources (including Fees for Learning Materials & Activities).
- 5.2.6 Receipts and disbursements must be processed in a timely manner.
- 5.2.7 Cheques are to be produced electronically using the features provided in the system.
- 5.2.8 Financial reports should be made available to the school community on request.

6. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8012 Fundraising in the Schools Policy	September 27, 2011	_____
Fees for Learning Materials and Activities Guideline, Ministry of Education, March 2011	<u>Date Revised</u> May 28, 2019	_____

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M E M O R A N D U M

DATE: February 5, 2026

FROM: Donica LeBlanc
Chair, Board Advisory Committee

RE: **Constituent Input Policy Deadline – March 29, 2026**

.....

Enclosed please find copies of the following policies for review:

- **5010 Special Education Policy and Procedures**
- **7030 Human Rights and Workplace Harassment Policy and Procedures**

Input received will be considered for inclusion by the Lakehead District School Board's (LDSB) Board Advisory Committee Meeting of April 14, 2026. The draft policies will be presented to the Board for approval at the Regular Board Meeting of April 28, 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.lakeheadschoools.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@lakeheadschoools.ca

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

SPECIAL EDUCATION PROGRAM & SERVICES**5000**

DRAFT March 29, 2026

SPECIAL EDUCATION POLICY**5010**

1. Rationale

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

2. Policy

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

3. Guiding Principles

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

There shall be a focus on:

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

SPECIAL EDUCATION PROGRAM & SERVICES	5000
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SPECIAL EDUCATION POLICY	5010

3.2 Lakehead District School Board shall provide:

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

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

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Special Education Plan	February 25, 2003	Ontario Education Act
1020 Equity and Inclusive Education Policy and Procedures	(Consolidation of 5010, 5020, 5021, 5040)	
3040 Transportation Policy and Procedures	<u>Date Revised</u>	
4021 Assessment and Evaluation Policy and Procedures	January 24, 2012 April 23, 2019	
2010 Policy Development and Review Policy and Procedures		

DRAFT March 29, 2026

SPECIAL EDUCATION PROCEDURES**5010**

1. Policy

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

2. Special Education Plan

2.1 Specific information regarding programs and procedures for special education students are described in the Lakehead District School Board Special Education Plan available on the Board Web Site: www.lakeheadschoools.ca > “Special Ed Plan”.

2.2 As required under the Ontario Education Act, the Special Education Plan of Lakehead District School Board shall be reviewed annually in accordance with Ministry of Education guidelines and under the direction of the Superintendent of Education responsible for Special Education.

3. Board Responsibilities

Lakehead District School Board shall:

3.1 Ensure that parents/guardians of each student with special needs are consulted, valued partners with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an Identification, Placement and Review Committee (IPRC). Through parental/guardian consultation, students below the age of 16 years may be invited.

3.2 Prepare, adopt and implement an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for students with special needs.

4. Definitions

4.1 Students with Special Needs

For the purpose of this policy and procedures, “student with special needs” refers to a student who has been identified as exceptional through the Identification Placement and Review Committee process, a student with Individual Education Plans and any other student who requires special education services.

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4.2 Exceptional Students

Refers to those whose behavioural, communication, intellectual, physical or multiple exceptionalities, are such that the student meets the definition of exceptional.

4.3 Special Education Program

A program for students with special needs that may include accommodations or modifications determined by the results of continuous assessment and evaluation. It includes a plan containing specific education objectives, support services and equipment to meet the needs of the student.

4.4 Support Personnel

Includes specialized teachers and other professionals, as detailed in the Board's Special Education Plan, who will assist in identifying student needs, placement decisions, planning special education programs and the review process, as well as providing direct service to students, and ongoing communication with teachers and parents/guardians.

4.5 Individual Education Plan (IEP)

An IEP for students sets out the educational goals, expectations, special education programs, services and assessment methods.

4.6 Identification, Placement and Review Committee(IPCR)

A committee that identifies students as exceptional and to determine suitable placement. The committee consists of a minimum of three voting members. One member must be of the following; a principal/designate employed by the Board, a supervisory officer/designate employed by the Board, or a supervisory officer employed by another board and whose services are provided by a Minister of Education-approved agreement with another board. The two other members are school and/or Board staff

The IPCR is responsible for meeting each year to review the students' progress and education plan.

5. Programming for Students with Special Needs

5.1 Ministry of Education curriculum and policy documents provide the basis for programs for students with special needs.

5.2 Special education services, including support staff, resources, equipment, materials and appropriate programming, shall be provided within the financial resources of Lakehead District School Board.

DRAFT March 29, 2026

SPECIAL EDUCATION PROCEDURES**5010**6. Staff Development

Opportunities for professional development related to supporting students with special needs, shall be provided to elementary and secondary school staff based on the financial resources of the Board.

7. Transportation

Appropriate home-to-school transportation shall be provided for students with special needs who meet the criteria outlined in 3040 Transportation Policy, section 16.0 of the Special Education Plan, and Ministry of Education policy.

8. Review

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

This procedure is applied subject to current Ministry of Education directives

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Special Education Plan	February 25, 2003	Ontario Education Act
1020 Equity and Inclusive Education Policy and Procedures	(Consolidation of 5010, 5020, 5021, 5040)	
3040 Transportation Policy and Procedures	<u>Date Revised</u>	
4021 Assessment and Evaluation Policy and Procedures	January 24, 2012 April 23, 2019	
2010 Policy Development and Review Policy and Procedures		

<p>PERSONNEL & EMPLOYEE RELATIONS</p> <p style="text-align: center;">DRAFT March 29, 2026</p> <p style="text-align: center;">HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY</p>	<p style="text-align: right;">7000</p> <p style="text-align: right;">7030</p>
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1. Rationale

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

2. Policy

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

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

This policy also includes any new prohibited grounds that may be added to the Ontario Human Rights Code at a future date and prior to policy review.

- 2.1 All LDSB students, employees/workers, trustees, and other users that work on or are invited on to LDSB premises, including prospective employees, volunteers, visitors, parents, guardians, and contractors, must adhere to and uphold the Code. Harassment and discrimination will not be tolerated or condoned.
- 2.2 Lakehead District School Board is committed to providing reasonable accommodation to fulfil obligations according to the Code. The Code also permits the creation of special programs at LDSB to address discrimination or inequality.

PERSONNEL & EMPLOYEE RELATIONS	7000
DRAFT March 29, 2026	
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

4.2 Harassment

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

4.3 Student

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

4.4 Workplace Harassment

Workplace harassment means:

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

Workplace sexual harassment means:

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

4.5 Worker or Employee

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

PERSONNEL & EMPLOYEE RELATIONS	7000
DRAFT March 29, 2026	
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

4.6 Complainant and Respondent

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

4.7 Workplace

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

4.8 External Legal Counsel

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

5. Duties and Responsibilities

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

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

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

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

<p>PERSONNEL & EMPLOYEE RELATIONS</p> <p style="text-align: center;">DRAFT March 29, 2026</p> <p>HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY</p>	<p>7000</p> <p>7030</p>
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- 5.4 Lakehead District School Board will provide procedures to address incidents or complaints of harassment, discrimination, or workplace harassment. Complaints shall be dealt with in a fair and timely manner. All persons, including employees, shall cooperate so that the LDSB can address incidents or complaints under this policy.
- 5.5 Any person reporting an incident or complaint of harassment, discrimination, or workplace harassment, who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law.
 - 5.5.1 Those with supervisory authority at LDSB or designates, who are involved with addressing an incident or complaint, will strive for confidentiality and will share information on a need-to-know basis to the extent necessary to protect employees, for actions such as investigation, follow-up, corrective action or as otherwise required by law.
 - 5.5.2 Unauthorized disclosure or violations of confidentiality, especially by those with supervisory authority, may be subject to remedial action or discipline, as outlined in Section 5.8.
- 5.6 If a complainant withdraws a complaint, LDSB may continue to act, if required.
- 5.7 If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
- 5.8 An employee found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.
- 5.9 Nothing in this policy precludes the employee from seeking support from their union, the Employee and Family Assistance Program, where available, or externally from the Human Rights Legal Support Centre or the police.

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6. Review

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

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

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1. General

Lakehead District School Board (LDSB) is committed to providing a safe, equitable and respectful learning and working environment. It is a shared responsibility across LDSB to foster an environment that is free from harassment, discrimination, and workplace harassment, where every individual is treated with respect.

These procedures support the implementation of the 7030 Human Rights and Workplace Harassment Policy.

2. Definitions

These terms are defined for implementing the 7030 Human Rights and Workplace Harassment Policy and Procedures.

2.1 Allegation is an unproven claim or assertion that someone has done something wrong based on a reasonable belief that a violation of the policy has occurred.

2.2 Complainant refers to anyone who makes a complaint under the policy alleging that harassment, discrimination and/or workplace harassment has occurred.

2.3 Disability¹ is defined (Ontario Human Rights Code, the Code) as:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder; or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

¹ <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/2-what-disability>

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- 2.4 External legal counsel, within this policy, refers to a lawyer or law firm which has not had a previous relationship with LDSB, the director of education, or any member of the Board of Trustees. The role of external counsel is to be neutral and free from any known bias which would prevent them from acting impartially.
- 2.5 Gender identity² is each person’s internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person’s sexual orientation.
- 2.6 Gender expression³ is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person’s chosen name and pronoun are also common ways of expressing gender.
- 2.7 Harassment (the Code) means engaging in a course of a vexatious comment or conduct that is known to be, or ought reasonably to be known to be unwelcome, based on age, disability, family status, marital status, creed, race, and ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship, and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by the policy. Harassment can occur based on any of the Ontario Human Rights Code grounds.

Examples of harassment may include:

- inappropriate or insulting remarks, gestures, jokes, innuendoes or taunting about a person based on a prohibited ground – for example: racial slurs, taunting about a person’s mental health or sexualized insults;
- unwanted questions or comments about an employee’s private life pertaining to a prohibited ground in the Code – for example, intrusive questions about a person’s disability, sex life, religion, or racial background; and/or
- posting, displaying materials, or the electronic publication of articles or graffiti etc. that is offensive because of a prohibited ground – for example, posting pornography, circulating hate literature or offensive emails.

Hate group activities intimidate, threaten, or promote hatred toward Code identifiable groups, contravene the policy and will not be tolerated at LDSB. They may also violate the Criminal Code of Canada.

² <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

³ <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

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- 2.8 Lakehead District School Board is LDSB. Lakehead District School Board is an employer, as defined by the Occupational Health and Safety Act (OHSA).
- 2.9 Marital status (the Code) means the status of being married, single, widowed, divorced, or separated and includes the status of living with a person in a conjugal relationship outside marriage.
- 2.10 Malicious or vexatious complaints are complaints that are brought forward without sufficient merit and are made to cause annoyance or distress.
- 2.11 Mediation is a confidential voluntary process that parties in a complaint may agree to participate in, where a trained mediator is in communication with parties to effect an agreed upon resolution that is satisfactory both to the parties and to LDSB.
- 2.12 Other Users refers to prospective employees, volunteers, visitors, parents, guardians, contractors, and all other individuals that work on or are invited on to LDSB premises. Other Users does not include LDSB’s students or employees.
- 2.13 Poisoned Environment⁴ is a form of discrimination. It may be created when unwelcome conduct or comments are pervasive within the organization, which may result in a hostile environment for one or more people from a Code-protected group. This can happen when a person or group is exposed to ongoing harassment. However, a poisoned environment is based on the nature of the comments or conduct and the impact of these on an individual rather than just on the number of times the behaviour occurs. Sometimes a single remark or action can be so severe or substantial that it results in a poisoned environment.
- 2.14 Record of Offences (the Code) means a conviction for:
- an offence in respect of which a pardon has been granted under the Criminal Records Act (Canada) and has not been revoked; and/or
 - an offence in respect of any provincial enactment.
- 2.15 Reprisal is any harassment, intimidation, threats, or negative action taken against a person (e.g., complainant, witness, investigator, or respondent) for making a report to LDSB about an incident or filing a complaint of alleged harassment, discrimination, or workplace harassment or for taking part in these complaint procedures, in good faith. Reprisal is prohibited under the policy.
- 2.16 Student is any person, regardless of age, who is enrolled in any program offered by LDSB.

⁴ <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability>

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- 2.17 Support person is a person whose role is to provide assistance to a complainant, respondent or witness who is engaged in these procedures. A support person can be a union representative, parent, guardian, caregiver, relative, friend, colleague, or peer.
- 2.18 Trans or transgender⁵ is an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes, but is not limited to, people who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, cross-dresser, gender non-conforming, gender variant or gender queer.
- 2.19 Transphobia⁶ is the aversion to, fear or hatred of trans people and communities. Like other prejudices, it is based on stereotypes that are used to justify discrimination, harassment, and violence toward trans people.
- 2.20 Workplace Harassment (OHSA) is engaging in a course of vexatious comment or conduct against a worker in a workplace that is known, or ought reasonably to be known, to be unwelcome or is Workplace Sexual Harassment.

Examples of Workplace Harassment may include:

- making repeated remarks, jokes or innuendos that demean, ridicule, intimidate or offend;
- displaying or circulating offensive pictures or materials in print or electronic form;
- singling out an individual for humiliating or demeaning “teasing”;
- making repeated offensive or intimidating phone calls or emails;
- gossiping or spreading negative rumours; and/or
- Workplace Sexual Harassment.

⁵ <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

⁶ <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

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2.21 Workplace Sexual Harassment (OHS) means:

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

Examples of Sexual Harassment may include:

- unwanted remarks, jokes, innuendoes, or taunting about a person’s gender, gender identity, gender expression, or sexual orientation;
- homophobic or transphobic comments;
- unwanted physical contact of a sexual nature such as touching, kissing, patting, hugging, or pinching;
- leering, whistling, or other sexually suggestive or insulting sounds;
- refusing to use an employee’s chosen pronouns;
- posting or displaying (including electronic publication of) offensive materials of a sexual nature;
- unsolicited sexual advances or demands for dates or sexual favours;
- inappropriate jokes of a sexual nature; and/or
- sexual assault (also an offence under the Criminal Code of Canada).

2.22 What May Not Be Workplace Harassment:

Workplace Harassment does not include reasonable action taken by LDSB and its staff in supervisory roles relating to the management and direction of employees or the workplace, even if there are unpleasant consequences for the employee.

Examples may include:

- changes in work assignments or scheduling;
- performance evaluation;
- workplace inspections; and
- disciplinary action.

Workplace Harassment typically does not include differences of opinion or minor disagreements between employees.

3.0 Procedures - General

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- 3.1 It is a shared responsibility across LDSB to foster a learning and working environment where every individual is treated with respect. Lakehead District School Board supports the individual's efforts to resolve an incident or a complaint, at the earliest possible stage and at the lowest level through dialogue with peers, principals, or managers, where appropriate.

These procedures are designed to address a report of an incident or a complaint of harassment, discrimination including hate group activities, or a complaint of workplace harassment, that is brought to the attention of LDSB.

Employees with supervisory authority at LDSB (for example, principals) have a duty to respond or take action to resolve incidents or complaints of harassment, discrimination, or workplace harassment. Lakehead District School Board may act if employees with supervisory authority at LDSB become aware of harassment, discrimination, or workplace harassment. To provide a working and learning environment free from harassment, discrimination, or workplace harassment, LDSB may continue to act if a complainant determines they do not want to proceed with a complaint or decides to withdraw the complaint.

Lakehead District School Board will ensure that an investigation, appropriate in the circumstances in accordance with OHSA, will be conducted into incidents or complaints of workplace harassment.

- 3.2 Human Rights and Harassment Complaints may be reported through an online portal (<https://forms.office.com/r/wQhDnzW2DT>).
- 3.2.1 This portal is monitored by the Office of the Human Rights and Equity Advisor (OHREA), who will provide intake support and route complaints to the appropriate channels within the Board.

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- 3.4.1 In the event the complaint is being filed after one year, the complainant must identify, in writing, the reason(s) for the delay in filing the complaint, for consideration by the appropriate superintendent or designate.
- 3.4.2 It is within the discretion of LDSB to determine whether a complaint can be filed beyond the one-year anniversary of the last alleged incident.
- 3.4.3 Prompt reporting is encouraged as it allows for more thorough and accurate investigations, where needed. Investigations, where needed, will be conducted within a reasonable timeframe, respecting both the need for a prompt resolution and the need for a thorough and complete investigation.
- 3.5 Reprisal or retaliation against an individual for making a report of harassment, discrimination, or workplace harassment in good faith or against an individual for participating in good faith, in these procedures, is prohibited. An allegation of reprisal can be reported to the superintendent, for appropriate action.
 - 3.5.1 Allegations of reprisal against a trustee or superintendent should be reported to the director of education. The director will initialize a review of the complaint using the processes outlined in Section 3.3 of this procedure.
 - 3.5.2 Allegations of reprisal against the director of education should be reported to the chair of the Board of Trustees. The Board of Trustees will initialize a review of the complaint using the processes outlined in Section 3.3 of this procedure.
- 3.6 Any person can also pursue their complaint externally including at the Ontario Human Rights Tribunal, contact the Ministry of Labour or law enforcement, at any time, as appropriate.

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4.0 Informal Complaint Process

4.1 There is nothing in this process that would prevent a complainant from bypassing the informal resolution stage and proceeding directly to request a formal investigation. The informal options, (excepting for complaints involving students), to resolve complaints are the following.

4.1.1 Option one: where appropriate, complainants can choose to resolve their complaint first by addressing the person(s) involved, stating clearly the behaviour or actions are objectionable and must be stopped. This is a voluntary step. If this encounter does not result in the end of the harassment, discrimination, or workplace harassment or if the complainant is uncomfortable with addressing the individual(s) involved, alternate methods of reporting are available. Complainants are encouraged to keep a record of dates, times, places and witnesses of the harassment, discrimination, or workplace harassment, as well as specific details.

If the complainant is not satisfied with the results of the above process or is uncomfortable addressing the individual(s) involved, the harassment, discrimination or workplace harassment can be reported to those with supervisory authority at LDSB (for example, the principal or vice principal of the school, supervisor, manager, or a union representative, if applicable). Once the harassment, discrimination or workplace harassment has been reported to an employee with supervisory authority at LDSB and a preliminary investigation (at a minimum talking to complainant and respondent) has taken place, if deemed appropriate, an informal resolution can be sought using Option Two or Option Three.

4.1.2 Option two: attempt an informal resolution with the involvement of the employee with supervisory authority at LDSB (e.g., complainant speaking with respondent or with respondent apologizing to the complainant).

4.1.3 Option three: LDSB may offer mediation or other forms of alternative dispute resolution to the complainant(s) and respondent(s) where appropriate.

4.1.3.1 If one or more parties identify as Indigenous, LDSB may be able to provide resolution or mediation services that are in line with the parties' Indigenous practices and beliefs on conflict resolution. Parties must agree to proceed with culturally aligned resolution. Lakehead District School Board will endeavour to provide these services if appropriate and feasible.

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- 4.2 As part of Option Two and Option Three the complainant will be informed:
- of the policy and these procedures;
 - about the limits to the confidentiality of the process (see section 5.6.4);
 - about counselling for eligible employees provided by LDSB;
 - they can withdraw the complaint at any time;
 - they can bring a support person (e.g., union representative) to assist them with the process and in accordance with collective agreement provisions. A support person must keep complaint related information confidential and may be required to sign a confidentiality agreement; and
 - they can initiate a formal written complaint.
- 4.3 As part of Option Two and Option Three the respondent will be informed:
- of the policy and these procedures;
 - about the limits to the confidentiality of the process (see section 5.6.4);
 - about counselling for eligible employees provided by LDSB;
 - they can bring a support person to assist them with the process and in accordance with collective agreement provisions. A support person must keep complaint related information confidential and may be required to sign a confidentiality agreement; and
 - of the nature of the allegation, and who has filed the complaint.
- 4.4 If the complaint cannot be resolved informally, to the satisfaction of the complainant, the complainant can choose to file a formal written complaint.
- 4.5 Employees, in accordance with these procedures, may also file informal complaints if they witness harassing or discriminatory behaviour, if they are unable to speak to the individual(s) involved, or if speaking with the individual(s) involved was unsuccessful.

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5.0 Formal Complaint Process

5.1 Employees

It is preferred that employee complainants report the incident or complaint using the online complaint reporting form but should keep a written copy that describes the incident, the steps taken to resolve the matter, and the names of witnesses. The complaint will be forwarded to the appropriate supervisory authority at LDSB. If an employee opts to report the matter verbally initially, they can report it to their immediate supervisor or the human resources officer for their area. If the immediate supervisor is the respondent, the complaint will be provided to the person to whom the supervisor reports or the appropriate superintendent. If the respondent is a superintendent, trustee, or the director of education, the complainant should address their complaint to the designated person outlined in Section 3.3.

5.2 Students

Student complainants should provide a written copy of the harassment or discrimination complaint, describing the incident(s), witnesses and any steps already taken to resolve the matter to their principal or vice-principal directly. If assistance is required in reporting the complaint, the student should contact the principal or vice-principal directly, or through their parent/guardian/teacher. If the principal is the respondent, then the complaint letter should be sent directly to the appropriate superintendent. The principal or designate (as determined by the superintendent) will address the complaint according to the policy and procedures and other applicable LDSB policies or procedures. If the respondent is a superintendent, trustee, or the director of education, the complainant should address their complaint to the designated person outlined in Section 3.3.

5.3 Other Users

Other user complainants should send a written copy of the harassment or discrimination complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to the immediate supervisor of the area/school/Board office where the respondent is working. In cases where the respondent is the supervisor, the complaint should be provided to the appropriate superintendent. If the respondent is a superintendent, trustee, or the director of education, the complainant should address their complaint to the designated person outlined in Section 3.3.

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- 5.4.6 The RSO has discretion to limit the allegations in any complaint due to duplication of information or in order to streamline the complaint, without loss of any substantive information.
- 5.4.7 In the event of a complaint against a superintendent, the director of education will bring in external legal counsel and, if necessary, an external human resources expert to support in the investigation and fulfill the duties of the RSO.
- 5.4.8 In the event of a complaint against a trustee, the director of education will notify the Board of Trustees who will manage the complaint through the process outlined in the Trustee Code of Conduct.
- 5.4.9 In the event of a complaint against the director of education. The chair of the Board shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint and fulfil the duties of the RSO. The chair shall bring the complaint to a Special Board or the next Regular Board meeting based on the advice of legal counsel.

5.5 Investigators

To conduct an investigation most appropriate according to the policy, LDSB can assign an employee(s) with supervisory authority as an internal investigator(s) and/or may appoint an external investigator(s). Lakehead District School Board may assign an external third-party investigator(s), where necessary, for various reasons such as complexity or limited resources. The investigator(s) shall act in accordance with the policy and these procedures and with any small variations if deemed necessary by LDSB. If the respondent is a superintendent, trustee, or the director of education, an investigator will be appointed per the procedures outlined in Section 3.3.

5.6 Investigation Process

- 5.6.1 The investigation of an allegation of harassment, discrimination or workplace harassment must be consistent with current collective agreements in case of employees, applicable Board policy(s) in case of students, and the doctrine of "procedural fairness".
- 5.6.2 Normally, LDSB will aim to complete an investigation within 90 days of the complaint being assigned for investigation. Factors that may affect this timeline include the number of parties, the availability of parties to the complaint, the time of the year the complaint is received (e.g., during summer, school-based employees may not be available), and the complexity of the matter.
- 5.6.3 Any person reporting an incident or complaint of harassment, discrimination or workplace harassment or participating in a process to resolve the matter, are required to keep the complaint related information confidential.

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- 5.6.4 Lakehead District School Board keeps the files in accordance with the records retention schedule. Lakehead District School Board maintains confidentiality and will share information, to the extent necessary, to protect students and employees (e.g., to create a safety plan or for the separation of parties) for actions such as investigation, follow-up, corrective action or as otherwise required by law. Lakehead District School Board may be legally required to provide information to an outside authority. As well, LDSB may be legally required to speak to the respondent regarding the harassment, discrimination, or workplace harassment and, where appropriate, take further action. It is for these reasons that absolute confidentiality cannot be provided. Lakehead District School Board cannot be held responsible for the actions of the complainant(s), respondent(s) or others involved and in relation to any outside agency.
- 5.6.5 The investigator(s) will explore, with parties, any concerns of physical safety and will make them known to the appropriate superintendent and, when the matter involves an employee(s), inform the human resources manager.
- In some circumstances, an interim separation of parties pending final disposition of the complaint may be needed. An interim separation pursuant to these procedures does not constitute “discipline” or a “transfer”.
- 5.6.6 Regardless of the outcome of the complaint, no action will be taken against a complainant unless it can be shown that the complaint was made maliciously or in bad faith.
- 5.6.7 All parties (such as, complainants, respondents, and witnesses) shall be provided copies of the policy, these procedures and will also be advised about maintaining confidentiality and not engaging in reprisal or threats of reprisal.
- 5.6.8 Where a report or complaint is filed in good faith, the employee who filed the report shall not be subject to any reprisal by anyone in the employ of LDSB or not in the employ of the LDSB if said individual is a student, parent, guardian, community member or person who works on or is invited to LDSB premises.
- 5.6.9 Should an employee who filed a report or complaint in good faith be the subject of a reprisal, then an investigation into the alleged reprisal shall be initiated following its reporting to the superintendent, as needed.
- 5.6.10 Should the individual who is found to have reprised against an employee who filed a report in good faith, also be an employee of LDSB and the reprisal was proven as a result of an investigation, then said individual may be subject to disciplinary action in accordance with the appropriate collective agreement and LDSB policies governing such matters.

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- 5.7.7 Once the investigator(s) has completed the fact-finding, the final report of the investigation and a final summary report will be prepared. The final summary report is provided to the complainant, respondent, and the appropriate superintendent(s) or RSO. This summary will respect confidentiality to the extent possible.
- 5.7.8 In cases where there is a breach of the policy, appropriate disciplinary or remedial sanctions will be implemented. A record of the remedial or disciplinary action will be placed in the appropriate employee's personnel file. The complainant and respondent will be informed, in writing, about results of the investigation and of any corrective action that has been or will be taken as a result of the investigation. In accordance with confidentiality and/or collective agreements, details of corrective action(s) against employees may not be disclosed.
- 5.7.9 Where a resolution cannot be reached, or if the complainant is not satisfied with the resolution, an outside agency may become involved. Lakehead District School Board will cooperate, as required, with external proceedings (i.e., police, Ontario Human Rights Tribunal) as required by law.
- 5.7.10 Should the complaint be proven to be malicious or in bad faith, the complainant may be subject to the disciplinary action.
- 5.7.11 Where an employee related complaint has been investigated, human resources will maintain the investigation records in accordance with section 8.0, Records.
- 5.7.12 Under Regulation 18(1) (b) of the Teaching Profession Act, a teacher must "on making an adverse report on another member, furnish that member with a written statement of the report at the earliest possible time and not later than three days after making the report."
- 5.8 **Formal Student Complaints**
 - 5.8.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), and the principal or designated investigator and/or support person.
 - 5.8.2 Once a formal written complaint alleging harassment or discrimination from a student is received, the principal or designate(s) shall conduct an investigation. The principal or designate(s) will keep detailed notes pertinent to the investigation and as outlined in "records of investigation" (8.4).
 - 5.8.3 The principal or superintendent will inform the parents/guardians of the involved parties if the student(s) are under the age of 18.

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6.0 Possible Remedial or Disciplinary Action

The type of remedy or discipline should:

- be based on an investigation;
- take all relevant factors into consideration; and
- be in accordance with the principles of progressive discipline and just cause, where applicable.

6.1 Employee Respondents

Any remedial or disciplinary action must be taken in consultation with the human resource manager or the superintendent of business. Action taken against an employee respondent may include discipline, up to and including, termination.

Some examples are as follows:

- an oral or written reprimand and/or a letter in file;
- counselling or training with an educational component focused on the impact of discrimination;
- continuing the employee in their assignment with precautionary measures, where appropriate;
- suspending the employee without pay; and
- termination.

Depending on the severity of remedial or disciplinary action taken, LDSB may be obligated to report the matter to the employee's regulatory body.

6.2 For student respondents remedial or disciplinary action to address the misconduct could be as follows:

- an oral or written reprimand and/or a letter;
- counselling with an educational component focused on discrimination;
- informing parents, where applicable, according to LDSB policy;
- suspension;
- transfer (class or school);
- expulsion; and
- other appropriate discipline as outlined in the Education Act, other LDSB policies, or applicable Code(s) of Conduct.

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6.3 For other user respondents action taken could be as follows:

- a letter of disapproval and warning;
- revoking of permits or contracts;
- issuing a trespass notice; and
- other remedies as applicable by law.

7.0 Withdrawn & Abandoned Complaints

7.1 A complainant who has submitted a formal or informal complaint under this policy may opt at any time to withdraw their complaint.

7.1.1 Intent to withdraw a complaint must be submitted to the investigator or RSO in writing.

7.1.2 Once a complaint is withdrawn, the file will be considered closed and cannot be revived. The complainant can resubmit the complaint to open a new file, subject to the time limits outlined in this procedure.

7.2 A complainant can also voluntarily elect to forgo their formal complaint and investigation to instead participate in any options outlined in Section 4 – Informal Complaint Process.

7.3 The investigator will take all reasonable steps to contact and gather information from the complainant and all parties involved. Should the complainant cease contact with the investigator during the investigation, the complaint file may be deemed abandoned.

7.3.1 The investigator must demonstrate that they attempted to communicate with the complainant without response for a period of at least thirty (30) days in order to deem a complaint abandoned.

7.3.2 The investigator will notify the RSO (or other designated party) that the file is abandoned and closed. These files cannot be reopened.

7.3.3 Complainants may resubmit their complaint to open a new file, subject to the time limits outlined in this procedure.

8.0 Records

8.1 All information will be gathered and dealt with in accordance with the Municipal Freedom of Information and Protection of Individual Privacy Act and be marked “PRIVATE AND CONFIDENTIAL”. Records of investigation will be kept securely and according to the record retention schedule at LDSB.

8.2 Records of investigation may include copies of the complaint, details regarding the incident/complaint, investigation notes, summaries, or reports.

PERSONNEL & EMPLOYEE RELATIONS	7000
DRAFT March 29, 2026	
HUMAN RIGHTS AND WORKPLACE HARASSMENT PROCEDURES	7030

9. Review

These procedures will be reviewed annually, in accordance with the Occupational Health and Safety Act, R.S.O. 1990, subsection 32.0.1(1).

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



Dreaming Big After High School?

The Empowered Kids Ontario Scholarship Program is now open!

Eight awards of \$3,000

Learn about eligibility, guidelines and apply online:
www.empoweredkidsontario.ca/scholarshipawards



Scholarship Application Deadline: April 30, 2026

WHAT IS EMPOWERED KIDS ONTARIO (EKO)?

We represent Ontario’s publicly funded developmental health sector—the centres that provide leading clinical treatment and support so kids with disabilities and developmental differences and their families can live their best lives.

We promote investments, policies and programs based on the best research and thought leadership available. We look for smart, innovative approaches to care at home, in schools and in communities across Ontario.

Our programs foster bold leadership and innovation, explore creative partnerships, and build on the strong foundations that ensure Ontario continues to set the bar for all aspects of child development.

WHAT IS THE EMPOWERED KIDS ONTARIO SCHOLARSHIP PROGRAM?

The EKO Scholarship Program empowers kids with disabilities and developmental needs with awards of \$3,000 to pursue their education goals and career dreams.

Post-secondary education is an important element for achieving independence, yet people with disabilities and developmental needs are less likely to attend and complete post-secondary education than their peers.

Our goal is for the EKO Scholarship Program to help address the unemployment bias people with disabilities and developmental needs face, because nothing should stand in the way of promising young Ontarians pursuing their education and career goals.

February 19, 2026

The Honourable Paul Calandra
Minister of Education
Mowat Block, Queen's Park
Toronto, ON

Dear Minister Calandra:

Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors

On behalf of the Special Education Advisory Committee (SEAC) of the Durham District School Board, I write to express our profound disappointment and concern regarding the Ontario government's proposal to expand the use of provincially appointed supervisors in place of locally elected trustees in the province's school boards.

The suggestion that trustees could be removed (or their role diminished) undermines local democratic control of education and erodes community confidence. Trustees serve as a non-partisan, direct voice of families and students, particularly those receiving special education supports. In contrast, supervisors appointed by Queen's Park lack accountability to local parents and caregivers. Furthermore, examples from other boards show that important mechanisms for transparency - such as live-streamed SEAC meetings and regular trustee-parent communication - have been curtailed under supervision, challenging families' ability to stay informed and engaged.

We also note that there is no financial savings for the Ministry or school boards by replacing Trustees with Supervisors but, in fact, costs more. The salary for 1 provincially appointed supervisor is approximately \$350,000 per year, whereas the remuneration costs for the 12 Trustees at the DDSB is \$240,000. From our perspective, replacing Trustees with provincially appointed supervisors, who have no connection to the local community and do not understand the unique needs and culture of that community, runs contrary to PPM 170 regarding transparency, collaboration and building trust and does so at a higher cost to school boards and, by extension, Ontario taxpayers.

Furthermore, setting up Parent/Student Support Offices, to be staffed by current Board staff, while a great point of contact for parent/students to obtain information regarding Board process or policies, is not a replacement for the advocacy a Trustee does on behalf of students and parents. As employees of the Board, staff is accountable to the Board itself; in contrast, Trustees are accountable to their constituents. Parents and students, especially those who require special education accommodations, will lose an important avenue to hold teachers, schools and the Board accountable for ensuring that students are receiving those accommodations appropriately.

In the DDSB, SEAC members, including trustees and representatives from eight different associations (along with our *At Large* members), work collaboratively to advise the Board on special education programs, services, and parent



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

support. This local advocacy is vital to ensuring students with exceptional needs receive tailored supports that enable their success.

We are concerned that removing elected trustees will disconnect families from decision-making processes and weaken the advocacy structures that help protect the rights of students with special education needs. We urge the Ministry to preserve local governance and strengthen, not weaken, the voices of parents and caregivers in shaping education policies that affect their children.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Eva Kyriakides".

Eva Kyriakides

Chair, SEAC

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Chandra Pasma, Shadow Minister of Education (CPasma-QP@ndp.on.ca)
John Fraser, Education Critic (jfraser.mpp.co@liberal.ola.org)

Abinojiishiik-amino-yawook EarlyON Child and Family Centre MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Drop In 11:30 - 6:00	3 Drop In 9:30 - 2:00	4 Drop In 9:30 - 4:00	5 Intercity 10:00 - 1:00 Drop In 9:30 - 4:00	6	7
8 Drop In 9:30 - 3:30	9 Drop In 11:30 - 3:00 Family Fun Night 3:30 - 6:00	10 Drop In 9:30 - 4:00	11 Morning Cuddles & Crumbs 9:30 - 12:30 Drop In 1:00 - 4:00	12 Intercity 10:00 - 1:00 Drop In 9:30 - 4:00	13 Drop In 9:30 - 3:30	14
15	16 Drop In 11:30 - 6:00	17 Drop In 9:30 - 4:00	18 Drop In 9:30 - 4:00	19 Drop In 9:30 - 3:30	20 HELLO SPRING Drop In 9:30 - 3:30	21
22	23 Drop In 11:30 - 3:00 Family Fun Night 3:30 - 6:00	24 Drop In 9:30 - 4:00	25 Beaded Keychain Workshop 10:00 - 2:00	26 Intercity 10:00 - 1:00 Drop In 9:30 - 4:00	27 Drop In 9:30 - 3:30	28
29	30 Drop In 11:30 - 6:00	31 Drop In 9:30 - 4:00				

Abiinojüshük-amino-yawook

translated means children raised in a good way.

Parents and caregivers of infants and children up to the age of six can access the center five days a week for learning experience, social interaction, support from early childhood educators. As an Anishinabek-led center, parents and caregivers can expect the center to be culturally-safe, relevant, reciprocal, and respectful.

EarlyON Program Information

Drop In - Perfect place for kids to play, explore, and make new friends in a safe and welcoming environment! No registration required—just drop in during our open hours and let the fun begin.

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 Cuddles & Crumbs - Rise and shine with snuggles and snacks! Join us for a fun-filled morning where you and your little one can cuddle up and enjoy a tasty, nutritious breakfast snack together. It's all about cozy moments, giggles, and yummy bites to kickstart your day the right way.

Family Fun Night - Join us for evening family fun! Bring the whole family for a special time to learn, play, and grow together in a safe and welcoming environment. 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.

Beaded Keychain Workshop - Join us to create your own beautiful beaded keychain with Jennifer! Lunch and child minding are available. Please contact us to register! Call 807-939-3160 or Text 807-632-0530.

Simona Serrao

From: Anne Antenucci <anne.antenucci@gmail.com>
Sent: Monday, March 2, 2026 8:15 PM
To: Simona Serrao
Subject: Fwd: Last Call to Join Celebrate the Spectrum – April 1!

Follow Up Flag: Follow up
Flag Status: Completed

CAUTION: This email originated from outside of the Lakehead District School Board. Do not click links or open attachments unless you recognize the sender, have verified their email address and know the content is safe. (MsgID: LDSB20190424)

Please see below....

Anne Antenucci

----- Forwarded message -----

From: Autism Ontario Fundraising <fundraising@autismontario.com>
Date: Mon, Mar 2, 2026 at 1:13 PM
Subject: Last Call to Join Celebrate the Spectrum – April 1!
To: Anne Antenucci <anne.antenucci@gmail.com>

Wear tie-dye to bring awareness to the autistic community



Dear School Community,

April is almost here, and it's time to Celebrate the Spectrum! Autism Ontario's School Giving Challenge kicks off **April 1, 2026**, and we want your school to join the province-wide fun.

This is your chance to raise awareness, show support for autistic students of all strengths and support needs, and make a real impact in your community.

Ways to Join the Challenge

- **Register your school now** – Rally students, staff, and families to raise funds for Autism Ontario.
- **Wear tie-dye or bright colours on World Autism Day, April 2!**
- **Share your celebration** – Fly the flag or create your own fundraiser to bring awareness for World Autism Day! Post photos on social media with #AutismOntario #CelebrateTheSpectrum #WorldAutismDay to inspire other schools.
- **Use our Educator Toolkit** – Share meaningful classroom activities about autism and inclusion with your students using our Educator Toolkit's

Exciting Incentive Opportunity: Registered schools compete to raise the most funds! The top school wins a **\$500 pizza lunch**, and all participating schools are entered into a draw for a **\$200 Dollarama gift card**.

Your participation matters. Without schools like yours, we can't provide the programs and resources that support every student, including those who need higher levels of support. Every dollar raised, every activity completed, and every colourful tie-dye shirt worn helps make Ontario a more inclusive place for autistic individuals of all strengths.

Let's show the province how your school celebrates diversity and supports every student. Register today and make April 1 the start of something special!

With appreciation,

Autism Ontario Fund Development Team

Learn more today!

[1179 King Street West, Suite 004](#)
[Toronto, ON M6K 3C5](#)

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



You are receiving this email because your school and/or school board participated in Raise the Flag and/or Celebrate the Spectrum in the past. Autism Ontario is CASL-compliant. If you would like to unsubscribe from receiving fundraising email solicitations, please [click here](#).

February 20, 2026

Suzanne Posthumus
Chair
Special Education Advisory Committee (SEAC)
2135 Sills Street
Thunder Bay, ON P7E 5T2

Dear Suzanne:

Re: **2026-2027 Budget Input Session**

Representatives of *Special Education Advisory Committee (SEAC)* are invited to present a written deputation to the Trustees of Lakehead District School Board with respect to the development of the 2026-2027 Budget.

DATE: April 7, 2026
TIME: 6:30 p.m.
LOCATION: Jim McCuaig Education Centre
Board Room
2135 Sills Street
Thunder Bay, ON P7E 5T2

In preparation for the session, please review the Guiding Principles for the 2026–2027 Budget, attached as Appendix A, and Understanding the Board’s Budget: High-Level Overview, attached as Appendix B, which are aligned with the Board’s 2025–2029 Education Strategic Plan. The Strategic Plan establishes the Board’s long-term direction and is guided by the principles of Belong, Succeed, and Reconcile.

The Board’s budget is a key mechanism for advancing its Strategic Plan and supporting its Student Achievement Plan. Given the continued fiscal constraints facing the education sector, budget recommendations must be focused, realistic, and clearly connected to student achievement and well-being.

Funding Context

School boards receive most funding from the Province of Ontario through Core Education Funding. Much of this funding is restricted to specific purposes, including special education, Indigenous education, student transportation, mental health supports, capital projects, and mandated staffing requirements.

In northern contexts, school boards experience additional pressures, including:

- long transportation routes;
- small and/or declining enrolment;
- aging facilities and limited local alternatives;
- weather and geographic factors that increase operating costs;
- challenges recruiting and retaining staff; and
- heavy reliance on schools as community service hubs.

Together, these factors limit flexibility when balancing the annual budget. They also reinforce the importance of ensuring that discretionary funding is prioritized in ways that most directly support the Board's Strategic Plan commitments to Belonging, Student Success, and Reconciliation, as well as the Student Achievement Plan outcomes related to Literacy, Mathematics, Graduation Rates and Preparation for Future Success.

Stakeholder input is therefore intended to help identify where limited discretionary resources should be prioritized to achieve the greatest impact on student learning, engagement, and well-being within these constraints.

Budget Input Feedback

To support an equitable and consistent understanding of system priorities among Lakehead District School Board stakeholders, please address both of the following questions when preparing your submission.

Kindly Note: Responses to each question should be limited to 200 words.

1. Strategic Plan Alignment (200 words maximum):

- *What budget priority would best support the Board's Strategic Plan principles of **Belong, Succeed, and Reconcile**?*

2. Student Achievement Plan Alignment (200 words maximum):

- *What budget priority would most effectively support student achievement in one or more of the following areas: **Literacy, Mathematics, Graduation Rates and Preparation for Future Success**?*

If you wish to present, please prepare a **10-minute presentation**, followed by **5 minutes** for questions from Trustees. Kindly RSVP by **Friday, March 27, 2026**, to **Simona Serrao**, providing your group name and the names of representatives attending so we can schedule your group:

E-mail: simona_serrao@lakeheadschoools.ca
Telephone: (807) 625-5126

Please forward your electronic submission to simona_serrao@lakeheadschoools.ca no later than Friday, March 27, 2026. Additional written comments may also be submitted to this email address.

For additional information regarding the 2026-2027 budget process, please view our Budget Process web page on the Board's website at:

<https://www.lakeheadschoools.ca/about/board/budget-process/>

Should you have any questions, please contact Kirsti Alaksa, Superintendent of Business, at 807-625-5126.

We appreciate your ongoing partnership and look forward to your input.

Sincerely,



Trustee Scottie Wemigwans
Chair, Finance Committee

Encl (2)

c Trustees
Senior Administration

Appendix A: Guiding Principles for the 2026-2027 Budget

Mission

We are committed to the success of **every** student.

Vision

We provide equitable and inclusive educational environments where everyone belongs and succeeds.

2026-2027 BUDGET DEVELOPMENT

We will support every student to belong, succeed, and reach their full potential by investing in equitable and inclusive learning environments that promote academic excellence, personal well-being and honor our shared responsibility to reconciliation.

Guiding Principles

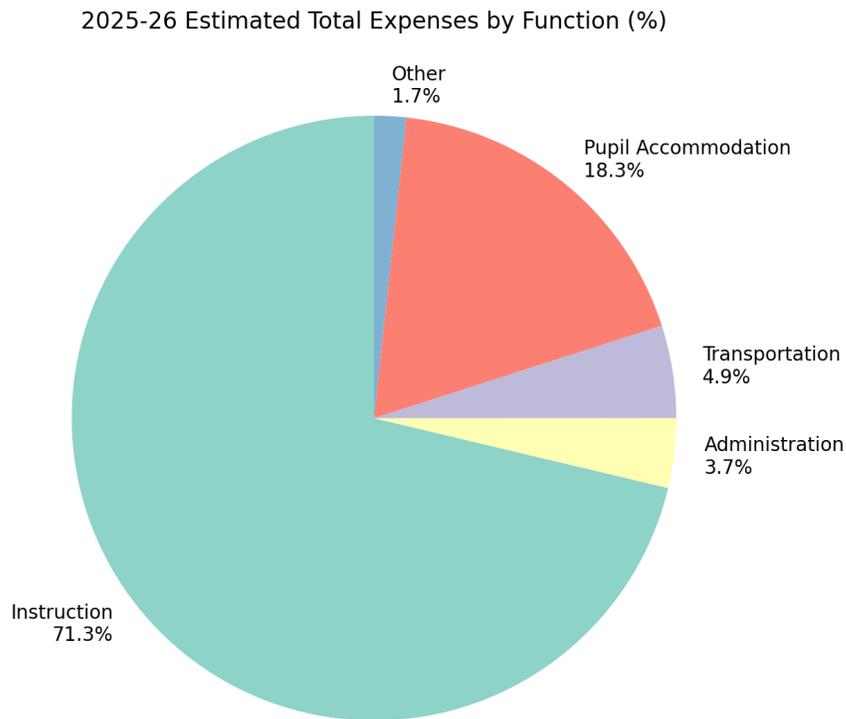
1. Students come first.
2. The allocation of financial resources will be informed by data and aligned to match system and operational goals and priorities identified in the Multi-Year Strategic Plan.
3. We will invest in the future of the organization by focusing on innovation, engagement, partnerships, facilities and professional learning that support student success.
4. The engagement of stakeholders in a consultative budget process will assist in setting priorities.
5. Budget decisions will ensure strong fiscal responsibility into the future.

Appendix B — Understanding Lakehead DSB’s Budget: High-Level Overview

This appendix provides a high-level snapshot of how Lakehead District School Board’s estimated expenses are allocated. It is intended to support informed and realistic input into the 2026–2027 budget development process.

How Resources Are Allocated by Function

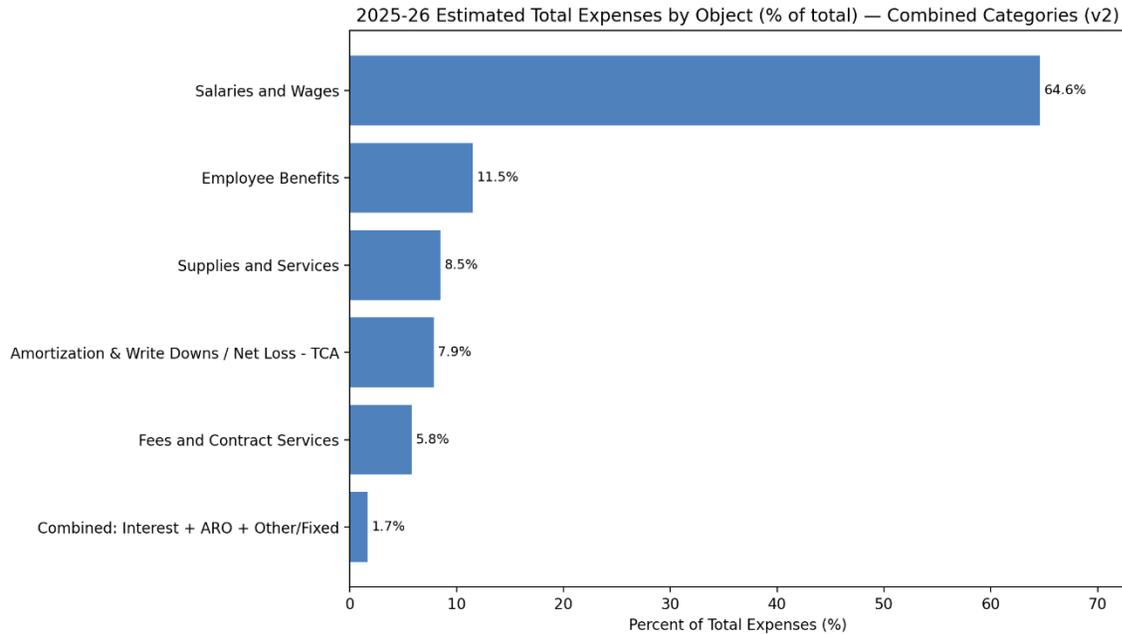
Estimated Total Expenses by Function (%)



The largest share of funding is directed to **Instruction**, reflecting the Board’s core mandate to support teaching and learning. Significant resources are also required for **Pupil Accommodation**, including school operations, maintenance, and capital-related costs. **Transportation, Administration, and Other** represent smaller portions of total spending but include essential costs necessary to operate the system safely and effectively.

How Resources Are Allocated by Type of Expense

Estimated Total Expenses by Object (% of Total)



Salaries and wages, together with employee benefits, account for the majority of costs, reflecting the labour-intensive nature of public education. Supplies and services and fees and contract services represent a smaller portion of spending and typically comprise areas with more limited discretion. Amortization, interest, and other fixed or non-cash costs are required expenses that cannot be readily adjusted in the short term.

Why This Context Matters

Most LDSB funding is committed to staffing, facilities, and core operational requirements, leaving limited discretionary funding available. This context helps stakeholders frame input around where discretionary resources should be prioritized to support the Strategic Plan commitments to Belonging, Student Success, and Reconciliation and the Student Achievement Plan outcomes (Literacy, Mathematics, Graduation Rates and Preparation for Future Success).