

BOARD ADVISORY COMMITTEE MEETING

**Tuesday, April 14, 2026
Jim McCuaig Education Centre**

Sherri-Lynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
1. CALL TO ORDER	D. LeBlanc	Verbal
2. DISCLOSURE OF CONFLICT OF INTEREST		
3. APPROVAL OF THE AGENDA	D. LeBlanc	Verbal
4. RESOLVE INTO BOARD ADVISORY COMMITTEE – CLOSED SESSION		
5. BOARD ADVISORY COMMITTEE– CLOSED SESSION – 7:00 p.m.		
6. REPORT OF BOARD ADVISORY COMMITTEE CLOSED SESSION	D. LeBlanc	Verbal
7. LAND ACKNOWLEDGEMENT	T. Tuchenhagen	Verbal
8. DELEGATIONS/PRESENTATIONS		
8.1 Trustee Character Award – Kim Derksen	T. Tuchenhagen	Verbal
9. CONFIRMATION OF MINUTES – PUBLIC SESSION		
9.1 Board Advisory Committee Meeting – February 10, 2026	D. LeBlanc	1-4
10. REPORTS		
10.1 Director’s/Administrative Reports		
10.1.1 Belong – N/A		
10.1.2 Succeed		
10.1.2.1 Leadership Report (030-26)	P.J. Pesola-Brunton/ M. Probizanski	5-6

	<u>Resource Person</u>	<u>Pages</u>
10.1.2.2 Mid-Year Student Achievement Report (032-26)	H. Harris/J. Lower	7-11
10.1.3 Reconcile – N/A		
10.1.4 Other		
10.1.4.1 Policy Review – 7030 Human Rights and Workplace Harassment (031-26)	J. Lower	12-41
10.1.4.2 Policy Review – 1020 Equity and Inclusive Education (035-26)	J. Lower	42
10.2 Standing Committee Reports		
10.2.1 Special Education Advisory Committee Minutes – January 21, 2026	M. Probizanski	43-45
10.3 Other Reports		
10.3.1 Request for Endorsement – Parents of Black Children (036-26)	S. Pharand	46-47
11. REPORTS OF AD HOC COMMITTEES – N/A		
12. SPECIAL ORDERS – N/A		
13. UNFINISHED BUSINESS AND GENERAL ORDERS – N/A		
14. NOTICES OF MOTION – N/A		
15. ANNOUNCEMENTS	D. LeBlanc	Verbal
16. ADJOURNMENT	D. LeBlanc	Verbal

BOARD ADVISORY COMMITTEE MEETING

**Tuesday, April 14, 2026
 Jim McCuaig Education Centre**

Sherri-Lynne Pharand
 Director of Education

Donica LeBlanc
 Chair

AGENDA

CLOSED SESSION
7:00 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole – Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting – Minutes – January 13, 2026	D. LeBlanc	1-2
5.2 Consideration of Reports		
5.2.1 Personnel Matter	S. Pharand	Verbal
5.3 Information and Inquires		
5.4 Rise and Report Progress	D. LeBlanc	Verbal

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD ADVISORY COMMITTEE MEETING

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2026 FEB 10
7:30 p.m.

TRUSTEES PRESENT:

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

Ryan Sitch
Leah Vanderwey
Scottie Wemigwans (Indigenous Trustee)
Breanna Bruce (Student Trustee)
Eryn Genno (Indigenous Student Trustee)

ABSENT WITH REGRETS:

Trudy Tuchenhagen

SENIOR ADMINISTRATION:

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

PUBLIC SESSION:

1. **Call to Order**

Meeting called to order by Chair LeBlanc at 7:34 p.m.

2. **Disclosure of Conflict of Interest - N/A**

3. **Approval of Agenda**

Moved by Trustee Chambers

Seconded by Trustee Johansen

"THAT the Agenda for Board Advisory Committee Meeting, February 10, 2026, be approved."

CARRIED

4. Resolve into Board Advisory Committee – Closed Session – N/A

BOARD ADVISORY COMMITTEE – CLOSED SESSION – N/A

5. Board Advisory Committee – Closed Session – N/A

PUBLIC SESSION – 7:30 p.m.:

6. Land Acknowledgement

Trustee Johansen read the Land Acknowledgement.

7. Delegations/ Presentations

- 7.1 Celebrating Student Achievement – Elementary Culinary Program

Jane Lower, Superintendent of Education, introduced Anne Marie McMahon-Dupuis, Principal, Kingsway Park Public School, who introduced the presenters, Kristy Kadolph, Teacher, Kingsway Park Public School and Mike Oades, Teacher, Hammarskjold High School. Kristy and Mike presented the report along with Grade 8 student Rebecca Paisley from Gorham and Ware Community School, who shared her experience during the program. All trustees' questions were addressed.

8. Confirmation of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT the Board Advisory Committee confirm the minutes of the Board Advisory Committee Meeting, January 13, 2026.”

CARRIED

9. Reports

- 9.1 Director's/Administration Reports

9.1.1 Belong – N/A

9.1.2 Succeed

- 9.1.2.1 Attendance Report (017-26)

Jane Lower, Superintendent of Education presented the report. All trustees' questions were addressed.

9.1.3 Reconcile – N/A

9.1.4 Other

9.1.4.1 School Calendar Report (016-26)

Moved by Trustee Sitch Seconded by Trustee Wemigwans

“THAT the Board Advisory Committee refer the following to the Board for approval:

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

CARRIED

9.1.4.2 Policy Review – 8080 School Council Policy (020-26)

Moved by Trustee Saarinen Seconded by Trustee Chambers

“THAT the Board Advisory Committee refer the following to the Board for approval:

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

CARRIED

9.1.4.3 Policy Review 3001 Governance Policy (019-26)

Moved by Trustee Chambers Seconded by Trustee Oikonen

“THAT the Board Advisory Committee refer the following to the Board for approval:

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

CARRIED

9.2 Standing Committee Reports

9.2.1 Minutes of the Special Education Advisory Committee – November 19, 2025

Michelle Probizanski, Superintendent of Education, presented the minutes. There were no questions from trustees

9.2.2 Minutes of the Special Education Advisory Committee –
December 17, 2025

Michelle Probizanski, Superintendent of Education, presented the minutes. There were no questions from trustees.

9.3 Other Reports – N/A

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

11. Unfinished Business – N/A

12. Notices of Motion – N/A

13. Announcements

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

- January 28, 2026 – Kindergarten Night at École Elsie MacGill Public School;
- February 6, 2026 – LIUNA Trades and Tiny Home tour and Media Event held at Hammarskjold High School.

14. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sitch

“THAT we do now adjourn at 8: 34 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 14
Report No. 030-26

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

RE: LEADERSHIP REPORT

1. Background

- 1.1 Lakehead District School Board leaders play an integral role in improving student achievement and creating safe and caring learning environments for students.
- 1.2 Succession planning and talent development “is about encouraging all in the system to see themselves as part of the leadership strategy. The focus is on attracting and developing passionate and skilled leaders who can effectively support student achievement and well-being” (Ontario Ministry of Education, 2011).
- 1.3 Lakehead District School Board is committed to the development, nurturing and mentoring of present and aspiring leaders in both administrative and teaching roles.

2. Situation

- 2.1 The 2025-2026 school year has focused on differentiated support for principals, vice-principals, and teachers, with a particular focus on instructional leadership and leading student achievement. Leadership opportunities and support have been responsive to administrator and teacher feedback, with the intent of providing leadership opportunities that are beneficial through personalization and alignment with the needs of the leader.
- 2.2 With support from Morden Cormier Education Solutions, whole-group leadership learning, as well as individual mentoring for new vice-principals, has been provided to the administrator group.
- 2.3 Leadership opportunities are embedded across multiple system structures, and include elementary and secondary data sessions, Leading Student Achievement teams, and Operations. Elementary leadership opportunities also include the Distributed Leadership Framework, Program Forum, and Leadership Learning Teams. Each opportunity has a specific purpose to develop leaders and impact student achievement.
- 2.4 Leadership opportunities for teachers are embedded within the instructional improvement and student achievement areas. Teachers are provided with opportunities within their schools and the board, such as, but not limited to teacher-in-charge; leading professional development within their school or division, and central roles that support schools, teachers, and students.

- 2.5 All leadership opportunities have a consistent emphasis on strengthening the leader's capacity and ability to lead high-quality instruction while effectively managing the operational demands of their role.

3. Next Steps

Ongoing monitoring will ensure that leadership learning remains responsive, effective, and aligned with Board priorities. Continued focus on our end goals of succession planning and talent development will provide focus on targeted mentoring for new-to-the-role administrators, embedding leadership learning throughout the system opportunities, using administrator feedback to further refine leadership opportunities, and strengthening the connection between instructional leadership and system achievement goals.

CONCLUSION

Leadership capacity building in all staff remains a critical system priority. Through providing a differentiated and embedded learning opportunities model, the Board is better positioned to support staff in leading instruction, managing schools effectively, and improving student outcomes. This work reflects both system goals and staff voice.

Respectfully submitted,

PATTI-JO PESOLA-BRUNTON
Superintendent of Education and Board Math Lead

MICHELLE PROBINZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 14
Report No. 032-26

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

RE: MID-YEAR STUDENT ACHIEVEMENT

1. Background

- 1.1 The Lakehead District School Board's (LDSB) 2025–2029 Multi-Year Strategic Plan places student achievement at the centre of its work through the guiding priorities of Belong, Succeed, and Reconcile. These priorities reflect a commitment to ensuring that every student feels valued and included, is supported in reaching their academic potential, and engages in learning grounded in equity, inclusion, and reconciliation. System efforts in literacy, numeracy, and pathways remain key to equipping students with the skills and confidence needed for future success.
- 1.2 In alignment with these strategic priorities, LDSB continues to monitor student achievement as a key indicator of system effectiveness. A range of evidence drawn from achievement data, credit accumulation, and information gathered through system-wide screening tools is used across both elementary and secondary panels to track student progress and inform decision-making.

This ongoing analysis supports the identification of trends, the implementation of targeted supports, and the alignment of instructional practices with system and school priorities. While data is reviewed across subject areas throughout the year, this mid-year report focuses specifically on literacy and mathematics, reflecting their continued importance as priority areas.

Consistent with the principles outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (Kindergarten to Grade 12)*, assessment information is used to guide responsive instruction and improve outcomes for all students.

2. Situation

- 2.1 Assessment data, aligned with the goals of LDSB's Student Achievement Plan, provides important insight into student learning across the system. Drawing on multiple sources of evidence, including overall achievement data, results from system level screening tools (e.g., Acadience), and credit accumulation, educators and administrators identify areas of strength and those requiring targeted support. This comprehensive approach supports schools and system leaders in planning, implementing, and monitoring evidence based instructional strategies to improve student outcomes and ensure all learners are supported to succeed.

2.2 The following 2025-2026 mid-year data is presented in this report:

- semester one pass rates and mark distributions in Grade 9 mathematics and English;
- credit accumulation for semester one in Grades 9 and 10 during the 2025-2026 school year;
- Grades 3 and 6 Education Quality Accountability Office (EQAO) outcomes in reading, writing, and mathematics for the 2024-2025 school year; and
- K-2 Acadience screening data for beginning and middle of the 2025-2026 school year.

2.3 Secondary Mid-Year Student Achievement Data 2025-2026:

- students enrolled in the Grade 9 de-streamed math course (MTH 1W) had a 90% pass rate. Seventy-three percent of students achieved provincial standard, level 3 or higher;
- students enrolled in the Grade 9 de-streamed English course (ENL 1W) had a 96% pass rate. Seventy-six percent of students achieved provincial standard, level 3 or higher;
- students enrolled in the Grade 10 academic math course (MPM 2D) had a 95% pass rate. Sixty-four percent of students achieved provincial standard, level 3 or higher;
- students enrolled in the Grade 10 applied math course (MFM 2P) had an 85% pass rate. Forty-six percent of students achieved provincial standard, level 3 or higher;
- students enrolled in the Grade 10 academic English course (ENG 2D) had a 96% pass rate. Seventy-five percent of students achieved provincial standard, level 3 or higher; and
- students enrolled in the Grade 10 applied English course (ENG 2P) had an 85% pass rate. Forty-four percent of students achieved provincial standard, level 3 or higher.

2.4 Secondary Mid-Year Credit Accumulation Towards an Ontario Secondary School Diploma (OSSD) 2025-2026:

- eighty-nine percent of Grade 9 students earned eight or more credits; and
- seventy-one percent of Grade 10 students earned 12 or more credits.

2.5 Each secondary school offers one section of mathematics support (GLS10) and one section of literacy support (ELS20) to assist students in closing learning gaps and building the skills and confidence needed for success in future English and mathematics courses. These targeted supports are part of a proactive, system-wide approach to ensuring all students are well supported in their learning and positioned for success.

Professional learning for school administrators remains focused on literacy, mathematics, student success, and data-informed decision-making. This work is complemented by ongoing support for literacy intervention and engagement teachers, expanded services for multilingual language learners (MLL), and data-driven instructional support from system coaches to strengthen both targeted student interventions and classroom practice.

In addition, cross-panel professional learning for mathematics and English teachers fosters a shared understanding of high-impact instructional strategies, curriculum expectations, and assessment practices. A key focus is the use of explicit, direct instruction to support skill development, deepen conceptual understanding, and ensure equitable access to learning. Together, these coordinated efforts build educator capacity, support consistent instructional approaches, and maintain a strong, system-wide focus on improving achievement in literacy and mathematics.

2.6 Elementary Student Achievement Data

2.6.1 2025-2026 Mid-Year Acadience Screening Results:

- Kindergarten: 43% at or above the benchmark;
- Grade 1: 41% at or above the benchmark; and
- Grade 2: 47% at or above the benchmark.

2.6.2 2024-2025 Grade 3 EQAO Results:

- Reading: 81.5% at or above the provincial standard;
- Writing: 71% at or above the provincial standard; and
- Mathematics: 71% at or above the provincial standard.

2.6.3 2024-2025 Grade 6 EQAO Results:

- Reading: 85% at or above the provincial standard;
- Writing: 85% at or above the provincial standard; and
- Mathematics: 50% at or above the provincial standard.

2.7 Lakehead District School Board is committed to ensuring that every student acquires the essential literacy and math skills needed to be successful. In response to the Right to Read report, all elementary schools are required to implement consistent literacy screening and monitoring of K-2 students below grade level benchmarks. Schools are implementing tier 1, 2 and tier 3 interventions to ensure all students learn to read.

2.7.1 Literacy coach and intervention teachers work with priority schools to provide training, support, and intervention aligned with the *Science of Reading*.

2.7.2 Math coach and intervention teachers work with priority schools to provide co-teaching and modelling of good mathematical practices, as well as providing intervention for target groups for mathematical fluency and foundation skill building.

3. Next Steps

3.1 Elementary:

- will continue with Distributed Leadership Forums to build consistent and effective practice within all LDSB schools;
- priority schools will continue to provide intensive literacy intervention in Grades K-2. Five new schools will become priority schools for the 2026-2027 school year. This will be chosen based on end-of-year data; Strategic planning, data analysis and professional development will go hand in hand with this work. Administrators, facilitators, all Kindergarten to Grade 2 teachers as well as central coaches will be part of this intervention strategy;
- Math coach and intervention teachers will work with their priority schools focused on building fluency and foundational math skills;
- system wide professional development will continue in both math and literacy;
- the Math Achievement Plan will remain in place;
- focus on new Kindergarten curriculum training and implementation, as well as continued training in Grades K-2 with a strong focus on data, progress monitoring and tier 1 and 2 interventions;
- focus instructional efforts on strengthening foundational skill development through explicit instruction and purposeful practice. Teachers will provide students with more time and structured opportunities to consolidate learning and apply skills in varied contexts to support retention; and
- integration of VAULT assessments in Grades 3 and 6 to support EQAO skills and build consistency within classroom practice.

3.2 Secondary:

- use diagnostic and formative assessment data to identify students performing below the provincial standard, and provide targeted, data-informed coaching, reteaching, and structured practice opportunities. Departments will regularly analyze student work to refine instruction, ensure consistent expectations of proficiency, and respond to specific student learning needs;
- establish a regular data review cycle to monitor student progress in Grades 9 and 10 English and math, tracking trends in both pass rates and achievement of the provincial standard. Principals and program leads will use this data to guide responsive planning, allocate targeted supports, and adjust instructional strategies to better support student success; and
- strengthen professional collaboration through department and cross-panel learning that emphasizes instructional strategies promoting conceptual understanding, skill transfer, and long-term retention. This collaborative work will include sharing effective practices for targeted student support, as well as exemplars and success stories, to build collective efficacy across schools.

CONCLUSION

Our continued focus on literacy, numeracy, and responsive instruction reflects a strong, system-wide commitment to ensuring every student has the opportunity to succeed. Through intentional use of data, targeted supports, and collaborative professional learning, we are strengthening both student outcomes and educator practice. Together, these efforts position us to build on our progress and ensure all learners feel supported, capable, and ready for future success because when we invest in each learner, we strengthen the future of our entire community.

Respectfully submitted,

KALI BERNST

Principal of Indigenous Education and Program

KATHLEEN ANDREWS

Student Success Lead

HEATHER HARRIS

Superintendent of Education

JANE LOWER

Superintendent of Education

SHERRI-LYNNE PHARAND

Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 14
Report No. 031-26

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

RE: POLICY REVIEW – 7030 HUMAN RIGHTS AND WORKPLACE HARASSMENT

1. Background

1.1 On February 5, 2026, the draft policy and procedures was distributed to constituent groups for review and comment with input to be received by March 29, 2026.

2. Situation

2.1 There was no input received from constituent groups.

2.2 The policy is attached as Appendix A and the procedures as Appendix B.

2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

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

“That Lakehead District School Board approve 7030 Human Rights and Workplace Harassment Policy, Appendix A to Report No. 031-26.”

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

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DRAFT April 14, 2026	
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

- 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.
- 2.3 This policy also fulfills LDSB's obligations to address workplace harassment according to the Occupational Health and Safety Act (OHSA).
- 2.4 Lakehead District School Board promotes a safe, equitable and respectful working and learning environment, and endeavours to prevent harassment, discrimination, and workplace harassment. Also, where necessary, LDSB will investigate and/or respond to incidents or complaints of harassment, discrimination, or workplace harassment.

3. Application and Scope

- 3.1 This policy addresses Code-based harassment and discrimination and it applies to all LDSB students, employees, trustees, and other users that work on or are invited on to LDSB premises including prospective employees, volunteers, visitors, parents/guardians/caregivers and contractors.

 Actions will be consistently taken to address student behaviours that are contrary to this policy, provincial, LDSB and school codes of conduct according to the appropriate LDSB policy or procedure, such as the 8070 Safe Schools Systems Expectations Policy and 8071 Bullying Prevention and Intervention Policy.
- 3.2 This policy addresses workplace harassment; it applies to and protects all employees/workers. The policy covers workplace harassment from all sources including students, parents, guardians, trustees, volunteers, contractors, customers of LDSB, members of the public and other members of organizations not related to LDSB but who, nevertheless, work on, are invited on to LDSB premises, or utilize LDSB services.

4. Definitions

- 4.1 Discrimination

 Discrimination means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Types of discrimination include systemic discrimination and poisoned environment. ***This includes forms of discrimination such as anti-Black racism, which may be systemic, historical, and embedded in institutional practices.***

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DRAFT April 14, 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.

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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 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.

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HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

5.1.1.2 Teachers have additional responsibilities to:

- foster learning environments that are safe, equitable and respectful that support human rights;
- respond to observations or allegations of harassment or discrimination; and
- refer or report observations or allegations of workplace harassment.

5.1.2 The Board of Trustees have responsibilities to:

- engage in respectful conduct;
- through governance, create and promote a safe, equitable and respectful learning and working environment that supports human rights;
- ensure the director of education acts in compliance with the 7030 Human Rights and Workplace Harassment Policy, the Ontario Human Rights Code, and the OHSA; and
- refer concerns and complaints of harassment, discrimination, or workplace harassment to the director of education or designate.

5.1.2.1 In the event of a complaint against the director of education, the chair of the Board of Trustees shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint. The chair shall bring the matter to the Board of Trustees.

5.2 The director of education is responsible for implementing this 7030 Human Rights and Workplace Harassment Policy and ensuring that it is reviewed annually in accordance with OHSA.

5.3 Lakehead District School Board takes incidents and complaints of harassment, discrimination, and workplace harassment seriously.

5.3.1 All persons are urged to express concerns and file complaints of harassment, discrimination, or workplace harassment according to this policy. Reprisal or retaliation against an individual who is seeking to claim or enforce their rights under this policy is prohibited.

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HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

- 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 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.

PERSONNEL & EMPLOYEE RELATIONS	7000
DRAFT – April 14, 2026	
HUMAN RIGHTS AND WORKPLACE HARASSMENT PROCEDURES	7030

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/caregivers, 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.

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

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- 2.16 Student is any person, regardless of age, who is enrolled in any program offered by LDSB.
- 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 (OHSa) 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.

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3.2.2 Reports through the portal are not immediately considered to be formal written complaints, as detailed in Section 5 of this procedure.

Complaints submitted through the portal that have all required information may be classified into two streams:

3.2.2.1 Stream A: Questions, concerns, or general inquiries that do not require a resolution process under 7030 policy/procedure; or

3.2.2.2 Stream B: Complaints or concerns that require a resolution process under 7030 policy/procedure. Complaints in Stream B may be classified as formal written complaints (per Section 5 of this procedure).

3.2.3 Anonymous complaints or complaints without sufficient information submitted through this portal may not be investigated.

3.3 In the following cases, individuals will be directed as noted:

3.3.1 Incidents/complaints against a trustee or superintendent (supervisory officer) will be referred to the director of education. If the alleged harasser is a trustee, the director of education may seek legal advice about referring the matter to the Trustee Code of Conduct, Board of Trustees, or an external investigator, as deemed appropriate. If the alleged harasser is a superintendent, the director of education will bring in outside legal counsel and, if necessary, an external human resources expert to support in the investigation.

3.3.2 Incidents/complaints against the director of education will be referred to the chair of the Board of Trustees. The chair shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint. The chair shall bring the complaint to a Special Board, or the next Regular Board meeting based on the advice of legal counsel.

3.3.3 Incidents/complaints against the chair of the Board of Trustees will be referred to the director of education. The director of education must notify the Board of Trustees of the complaint. Trustees must work to resolve it under the guidelines outlined in the Trustee Code of Conduct.

3.3.4 Incidents/complaints of harassment or behaviour of a violent nature, including physical assault and sexual assault, must be formally reported according to LDSB's policies, such as 7040 Violence in the Workplace policy and related procedures. The individual(s) may refer the matter to the police. Lakehead District School Board may refer the matter to the police.

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- 3.4 All human rights and workplace harassment complaints must be filed within one year of the last alleged incident.
 - 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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5. 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.

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- 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.

- 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.

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- 5.6.10 Should the individual who is found to have reprimed against an employee who filed a report in good faith, also be an employee of LDSB and the reprimand 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.
- 5.6.11 Should the individual be found to have reprimed against an employee who filed a report in good faith be someone other than an employee of LDSB, and the reprimand is proven as a result of an investigation, then said individual may be subject to some form of sanction issued in accordance with LDSB policies and procedures and school/office where the employee who was subject to the proven reprimand works.
- 5.7 Formal Employee Complaints
- 5.7.1 Participants involved in the formal investigation will normally include the complainant, the respondent, witnesses (if any), an investigator(s) and/or support person(s).
- 5.7.2 Once a formal written complaint alleging harassment, discrimination or workplace harassment is received, the superintendent(s) appoints an investigator(s) with an identified lead investigator, where needed.
- 5.7.3 The investigator(s) meets with the appropriate principal or manager to discuss the issue. Investigator(s) will keep detailed notes pertinent to the investigation and as outlined in “records of investigation” (8.4).
- 5.7.4 The investigator(s) normally will meet with the complainant first, to obtain the necessary information pertaining to their complaint.
- 5.7.5 The investigator(s) will inform the respondent about the complaint and seek the respondent’s response to the allegations. A copy of the formal signed complaint will be submitted to the respondent, indicating the name of the complainant and respondent, the places, times, dates, and nature of the alleged incidents being investigated.
- 5.7.6 The investigator(s) conducts further fact-finding meeting(s) as needed including to interview potential witnesses.

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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).

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- 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.
- 5.8.4 The investigator(s) normally will meet with the complainant first, to obtain the necessary information pertaining to their complaint.
- 5.8.5 The investigator(s) will inform the respondent about the complaint and seek the respondent’s response to the allegations. A copy of the formal signed complaint will be submitted to the respondent, indicating the name of the complainant and respondent, the places, times, dates, and nature of the alleged incidents being investigated.
- 5.8.6 The principal or designate(s) conducts further fact-finding meeting(s,) as needed, including to interview potential witnesses.
- 5.8.7 Once the principal or designate(s) has completed the fact-finding investigation, the final report of the investigation and a final summary report will be prepared. The final summary report is provided to the complainant (parent/guardian where appropriate), respondent and the appropriate superintendent(s) or RSO. This summary will respect confidentiality to the extent possible.
- 5.8.8 In cases where there is a finding that a breach of the policy has occurred, appropriate disciplinary/remedial sanctions will be implemented. A record of the remedial or disciplinary action will be kept. 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.
- 5.8.9 Where a resolution cannot be reached, or if the complainant and/or their parents/guardians are not satisfied with the resolution, an outside agency may become involved. Lakehead District School Board will cooperate, as required, with any external proceedings (for example, police, Ontario Human Rights Tribunal).
- 5.8.10 Should the complaint be determined to be malicious or in bad faith, the complainant may be subject to the disciplinary action.

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- 5.9 Formal Other User Complaints
 - 5.9.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), and an investigator and/or support person.
 - 5.9.2 Once a formal written complaint alleging harassment or discrimination is received from another user, the appropriate superintendent will appoint an investigator(s).
 - 5.9.3 The investigator(s) will meet with the manager to discuss the issue, as needed. The investigator(s) will keep detailed notes pertinent to the investigation and as outlined in “records of investigation” (8.4).
 - 5.9.4 The investigator(s) conducts further fact-finding meeting(s), as needed, including to interview potential witnesses.
 - 5.9.5 Once the investigator(s) has completed the fact-finding investigation, 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.
 - 5.9.6 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.
 - 5.9.7 Where a resolution cannot be reached, or if the complainant and/or their parents/guardians are not satisfied with the resolution, an outside agency may become involved. Lakehead District School Board will cooperate, as required, with external proceedings (for example, police, Ontario Human Rights Tribunal).
 - 5.9.8 Should the complaint be determined to be malicious or in bad faith, the complainant may be subject to the disciplinary action.

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6. 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. 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. 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.

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- 8.2 Records of investigation may include copies of the complaint, details regarding the incident/complaint, investigation notes, summaries, or reports.
- 8.3 Human resources will maintain investigation records pertaining to employees in a confidential file.
- 8.4 Records shall be kept for a period of a minimum of two years and in accordance with LDSB’s Records Retention Schedule. If, at the time prescribed in the retention schedule, there is no litigation, investigation, ongoing concerns, or further activity under these procedures and the 7030 Human Rights and Workplace Harassment Policy involving a party to the original complaint, all records of the complaint may be destroyed. A record of the type of document destroyed, by whom and when, should be kept in accordance with privacy legislation.
 - 8.4.1 The director of education and superintendent of human resources must approve the destruction of records of the complaints from an employee’s confidential file. Approval will not be unreasonably withheld.
 - 8.4.2 For records of complaints against a superintendent, the director of education should follow the advice of the external legal counsel who managed the complaint.
 - 8.4.3 For records of complaints against the director of education, the Board of Trustees should follow the advice of the external legal counsel and human resources expert who managed the complaint.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 14
Report No. 035-26

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

RE: POLICY REVIEW – 1020 EQUITY AND INCLUSIVE EDUCATION POLICY

1. Background

The 1020 Equity and Inclusive Education Policy was last revised on November 24, 2020.

2. Situation

In order to update the 1020 Equity and Inclusive Education Policy to align with the updated development and guidance from the Ontario Human Rights Commission, administration is requesting that the 1020 Equity and Inclusive Education Policy be moved to the 2025-2026 Policy Review Schedule.

RECOMMENDATION

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

“That Lakehead District School Board approve the review of the 1020 Equity and Inclusive Education Policy, as indicated in Report No. 035-26.”

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

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.

LAKEHEAD DISTRICT SCHOOL BOARD

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."

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 APR 14
Report No. 036-26

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

RE: REQUEST FOR ENDORSEMENT – Parents of Black Children

1. Background

- 1.1 On April 1, 2026, Sherri-Lynne Pharand, Director of Education, and Anthony Jeethan, Human Rights and Equity Advisor, participated in a virtual meeting with the Executive Director and the Outreach and Government Relations Analyst of the Parents of Black Children.
- 1.2 The purpose of the meeting was to discuss efforts related to the implementation of the Ontario Human Rights Commission’s *Dreams Delayed: Addressing Systemic Anti-Black Racism in Ontario’s Education System* report and their advocacy for funding to support implementation.
- 1.3 During the meeting, the Parents of Black Children requested that Lakehead District School Board endorse their request to the Ministry of Education for funding and implementation of the Ontario Human Rights Commission’s Dreams Delayed Action Plan.

2. Situation

- 2.1 The Parents of Black Children is a provincial organization that advocates for the educational wellbeing and human rights of Black children. The Ontario Human Rights Commission’s Dreams Delayed report identifies systemic anti-Black racism within Ontario’s education system.
- 2.2 Endorsing the request aligns with Lakehead District School Board’s commitment to Equity and Human Rights and anti-racism.

3. Conclusion

It is respectfully requested that the Board Advisory committee refer the request for Lakehead District School Board’s endorsement of the Parents of Black Children’s request to the Ministry of Education to the Board for approval.

RECOMMENDATION

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

“That Lakehead District School Board approve the request for Lakehead District School Board’s endorsement of the request from the Parents of Black Children for the Ministry of Education to fund and implement the Dreams Delayed Action Plan as outlined in Report No. 036-26.”

Respectfully submitted,

Sherri-Lynne Pharand
Director of Education