

BOARD ADVISORY COMMITTEE MEETING

**Tuesday, May 12, 2026
Jim McCuaig Education Centre**

Sherrilynne 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 – 6:45 p.m. (See Attached Agenda)		
6. REPORT OF BOARD ADVISORY COMMITTEE CLOSED SESSION	D. LeBlanc	Verbal
7. LAND ACKNOWLEDGEMENT	G. Saarinen	Verbal
8. DELEGATIONS/PRESENTATIONS – N/A		
9. CONFIRMATION OF MINUTES – PUBLIC SESSION		
9.1 Board Advisory Committee Meeting – April 14, 2026	D. LeBlanc	1-5
10. REPORTS		
10.1 Director's/Administrative Reports		
10.1.1 Belong		
10.1.1.1 Human Rights, Equity, and Inclusive Education (044-26)	J. Lower	6-8

		<u>Resource Person</u>	<u>Pages</u>
10.1.2	Succeed		
10.1.2.1	Lakehead Public Schools Hockey Academy Report (043-26)	P.J. Pesola-Brunton/ J. Lower	9-12
10.1.3	Reconcile – N/A		
10.1.4	Other		
10.1.4.1	Policy Review – 1020 Equity and Inclusive Education (045-26)	J. Lower	13-22
10.1.4.2	Policy Review – 5010 Special Education (029-26)	M. Probizanski	23-28
10.1.4.3	Policy Review – 8050 Naming and Opening of new or Consolidated Schools (040-26)	K. Alaksa	29-33
10.1.4.4	Policy Review – 7040 Violence in the Workplace (039-26)	M. Probizanski	34-44
10.1.4.5	Trustee Vacancy (056-26)	S. Pharand	45-46
10.2	Standing Committee Reports		
10.2.1	Parent Involvement Committee Minutes – March 2, 2026	S. Pharand	47-50
10.3	Other Reports – N/A		
11.	REPORTS OF SPECIAL (AD HOC) COMMITTEES		
11.1	Governing By-Laws Ad Hoc Committee (055-26)	R. Oikonen	51
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, May 12, 2026
Jim McCuaig Education Centre

Sherri-Lynne Pharand
 Director of Education

Donica LeBlanc
 Chair

AGENDA

CLOSED SESSION
6:45 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Board Advisory Committee – Closed session minutes		
5.1.1 Board Advisory Committee Meeting – Minutes – April 14, 2026	D. LeBlanc	1-2
5.2 Consideration of Reports		
5.2.1 Legal 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 APR 14
7:30 p.m.

TRUSTEES PRESENT:

Donica LeBlanc (Chair)
Ellen Chambers
Pat Johansen
George Saarinen

Ryan Sitch
Trudy Tuchenhagen
Eryn Genno (Indigenous Student Trustee)
Breanna Bruce (Student Trustee)

ABSENT WITH REGRETS:

Leah Vanderwey
Scottie Wemigwans (Indigenous Trustee)
Ron Oikonen

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 7:30 p.m.

2. **Disclosure of Conflict of Interest**

None

3. **Approval of Agenda**

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

“THAT the Agenda for Board Advisory Committee Meeting, April 14, 2026, be approved.”

CARRIED

4. Resolve into Board Advisory Committee – Closed Session

Moved by Trustee Chambers

Seconded by Trustee Sitch

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

- *Confirmation of Board Advisory Committee – Closed Session Minutes*
 - *Board Advisory Committee Meeting*
 - *January 13, 2026; and*

- *Personnel Matter.*

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

CARRIED

BOARD ADVISORY COMMITTEE – CLOSED SESSION – 7:00 p.m.

5. Board Advisory Committee – Closed Session

PUBLIC SESSION – 7:30 p.m.:

6. Report of Board Advisory Committee– Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Johansen

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

‘THAT Lakehead District School Board approve the Board Advisory Committee– Closed Session Minutes – January 13, 2026.’

CARRIED

7. Land Acknowledgement

Trustee Tuchenhagen read the Land Acknowledgement.

8. Delegations/ Presentations

8.1 Trustee Character Award – Kim Derksen

Trustee Tuchenhagen presented Kim Derksen, retired teacher/volunteer coach, a Trustee Character Award for her dedication to promoting and coaching competitive programs in high school athletics at Lakehead Public Schools.

9. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

“THAT the Board Advisory Committee confirm the minutes of the Board Advisory Committee Meeting, February 10, 2026.”

CARRIED

10. Reports

10.1 Director’s/Administration Reports

10.1.1 Belong – N/A

10.1.2 Succeed

10.1.2.1 Leadership Report (030-26)

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

10.1.2.2 Mid-Year Student Achievement Award (032-26)

Heather Harris, Superintendent of Education, introduced Kali Bernst, Principal of Indigenous Education and Program, and Kathleen Andrews, Student Success Lead, who presented the report. All trustees’ questions were addressed.

10.1.3 Reconcile – N/A

10.1.4 Other

10.1.4.1 Policy Review – 7030 Human Rights and Workplace Harassment (031-26)

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

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.”

CARRIED

10.1.4.2 Policy Review – 1020 Equity and Inclusive Education (035-26)

Moved by Trustee Chambers Seconded by Trustee Sitch

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.”

CARRIED

10.2 Standing Committee Reports

10.2.1 Minutes of the Special Education Advisory Committee – January 21, 2025

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

10.3 Other Reports

10.3.1 Request for Endorsement – Parents of Black Children (036-26)

Moved by Trustee Sitch Seconded by Trustee Saarinen

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.”

CARRIED

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

12. Unfinished Business – N/A

13. Notices of Motion – N/A

14. Announcements

14.1 Chair LeBlanc informed the Board that the following events were attended by trustees and Senior Administration:

- March 25, 2026 – Vance Chapman Public School Drumming Social;
- March 26, 2026 – Diversity Thunder Bay Presents – Julia Croome;
- April 2, 2026 – World Autism Day Flag Raising at École Elsie MacGill Public School; and
- April 7, 2026 – Northwestern Ontario Regional Science Fair.

- 14.2 Trustee Chambers informed the Board that on April 13, 2026, she attended a presentation with Guest Speaker – New York City’s, Martin Boyce, a Stonewall Riots survivor at the Waverley Library.
- 14.3 Chair LeBlanc shared with the Board information from a virtual town hall put on by the Ontario Fetal Alcohol Spectrum Disorder Coalition on April 2, 2026.
- 14.4 Director Pharand informed the Board she and Superintendent Lower attended the ribbon-cutting ceremony in Ginoogaming First Nation, celebrating the tiny home built by students in the KZ lodge program at Hammarskjold High School. She shared that it was a full day of celebration within the community. Superintendent Lower added that it was meaningful to witness the completion of the project and see the results of the hard work contributed by students, staff and community partners.

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we do now adjourn at 8:38 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 044-26

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

RE: HUMAN RIGHTS, EQUITY, AND INCLUSIVE EDUCATION

1. Background

1.1 Lakehead District School Board (LDSB) is committed to providing a safe, welcoming, accessible, and inclusive learning and working environment that upholds human rights and promotes equity of access and outcomes for the benefit of diverse students and staff. Accordingly, facilitation of initiatives is at the core of the equity and inclusive education work within LDSB.

1.2 Lakehead District School Board is committed to human rights and equity for the benefit of students, staff, families, and communities. Lakehead District School Board endeavors to identify systemic barriers and discriminatory practices that impede the full participation and success of students and staff. Human rights and equity related planning and initiatives align with Ministry of Education priorities, the initiatives of the Education Equity Secretariat, and with LDSB's mission, values, and strategic planning efforts.

2. Situation

2.1 In support of the implementation of equity and inclusion-focused initiatives and practices across the system, LDSB has convened the Equity and Inclusive Education Advisory Committee. This committee exists to provide advice and guidance to the superintendent of education on matters of Equity and Inclusive Education at LDSB.

Mandate of the Committee

Lakehead District School Board aims to foster caring, safe, inclusive, and engaging learning environments that support the well-being and success of diverse students. This committee advises on Equity and Inclusive Education to:

- deepen awareness and understanding of equity and inclusion;
- identify current equity issues that adversely affect students, staff, parents/guardians/community partners; and
- share information about equity and inclusive climate at schools and LDSB.

2.2 Equity and Inclusive Education Advisory Committee 2025-2026 members were:

- Jane Lower, Chair, Superintendent of Education;
- Anthony Jeethan, Human Rights and Equity Advisor;
- Sherri-Lynne Pharand, Director of Education;
- Kathleen Andrews, Student Success Lead;
- Kathleen Mercier, Teacher and ETFO Representative;
- Dinah Jung, Teacher and ETFO Representative;
- Carlos Santander-Maturana, OSSTF and SSP Representative;
- Jenny Fenton, Manager, Human Resources;
- Megan Semeniuk, Mental Health Lead;
- Maggie Fredrickson, Principal of Special Education;
- Ellen Chambers, Trustee;
- Patricia Johansen, Trustee (Alternate);
- Donica LeBlanc, Trustee (Alternate);
- Kali Bernst, Principal of Indigenous Education and Program;
- Serena Essex, Miiniwewinan Representative;
- Jennifer Mikus, Secondary Vice-Principal;
- Vince Pelaia, Secondary Teacher;
- Suzanne Posthumus, SEAC Representative;
- Breanna Bruce, Student Trustee; and
- Lorraine Mashongoane, PIC Representative.

3. Equity & Inclusive Education Initiatives

- 3.1 Lakehead District School Board develops and implements initiatives that advance equity and inclusive education. During this reporting period, the following four areas were addressed, consistent with the LDSB Equity Action Plan 2024-2027: Leadership, Governance, and Human Resources Practices, Organizational Culture, School & Classroom-Based Practices, and Data Sharing. Lakehead District School Board is on track to meet the year two goals outlined in the Equity Action Plan by August 31, 2026.
- 3.2 In partnership with Harmony Movement Canada, LDSB organized the first Racial Justice and Solidarity Conference for Service Providers in Northwestern Ontario. This event occurred in December 2025 and was attended by over 120 community professionals. During this event, LDSB's Accountable Response Framework for Responding to Racial Discrimination was showcased as an example of best practices.
- 3.3 Student leadership continues to be at the core of equity initiatives at LDSB. In December 2025, students across LDSB came together for a workshop on equity, diversity, and inclusion. These students were encouraged to develop initiatives at their schools to promote inclusion and celebrate diversity. We will be bringing students back together to share their projects in June 2026.
- 3.4 In partnership with the Day of Pink Foundation, LDSB organized school talks and a public event with Martin Boyce, one of the last surviving members of the Stonewall Riots and a pivotal figure in the advancement of 2SLGBTQIA+ rights.

- 3.5 In response to the Dreams Delayed Report by the Ontario Human Rights Commission (OHRC), the Board has ensured that our initiatives and actions are aligned with the recommendations of the OHRC. Although we have alignment in many areas, LDSB adopted policy amendments and an action plan to respond to anti-Black racism and promote systemic change.
- 3.6 The Office of the Human Rights and Equity Advisor (O-HREA) continues to be engaged by members of the LDSB community for guidance on human rights concerns. Inquiries to the O-HREA from families and community partners have decreased in the 2025-2026 year; however, inquiries from staff have increased. The nature of all inquiries suggests that LDSB is continuing to make progress on building inclusive and equitable spaces for all.

4. Next Steps

Lakehead District School Board will be proceeding to the year three goals of the 2024-2027 Equity Action Plan, continuing to leverage data to identify and remove disparities and barriers facing students and staff. Additionally, LDSB will begin preliminary drafting and consultation for the 2028-2031 Equity Action Plan. As part of our ongoing commitment, we will continue to provide opportunities for student leadership, professional learning, and advance equity within all of our sites.

CONCLUSION

Lakehead District School Board continues to promote and foster equitable and inclusive learning and working environments through a variety of initiatives. This work is ongoing, and we continue to advance equity in the delivery of education for the benefit of students, staff, and families.

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 043-26

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

RE: LAKEHEAD PUBLIC SCHOOLS HOCKEY ACADEMY REPORT

1. Background

- 1.1 Opportunities to participate in sports contribute significantly to the holistic development of students. Research has shown a positive connection between physical activity and improved memory, cognitive function, and overall well-being. Skills such as coordination, multitasking, and situational awareness developed through sport can also support learning in the classroom.

Sport-based programming across both elementary and secondary panels is designed to enhance student engagement, strengthen connections to school, and support skill development through structured, hockey-focused learning models. Providing these opportunities across a wide range of grades allows students to build skills and confidence over time, while also supporting successful transitions between panels.

Ensuring access to these programs for a diverse group of student athletes creates an inclusive environment where students can develop positive peer relationships, experience a sense of connection within their school communities, and engage meaningfully in their learning. These experiences foster teamwork, encourage student voice, and promote respectful interaction, supporting students as they grow, achieve, and feel a strong sense of belonging.

- 1.2 The Elementary Hockey Academy aligns with the 2019 Health and Physical Education curriculum by promoting physical activity, skill development, and lifelong healthy living. Established in 2017–2018 through partnerships with Port Arthur Minor Hockey and the Canadian Tire First Shift Program, the program emphasizes teamwork and inclusive participation for students of all skill levels, with equipment provided as needed.
- 1.3 The Lakehead Public Schools (LPS) Edge Hockey Academy is a secondary program designed for high-performance student-athletes that integrates academic achievement with advanced hockey development. Students earn two high school credits while participating in a co-ed skills academy focused on elite on-ice training, skill development, teamwork, leadership, and character growth. The program includes approximately 80 to 100 hours of on-ice instruction, complemented by training in the gym, weight room, and classroom, and is delivered as a half-day model within a single semester, ensuring full academic engagement alongside athletic commitments.

The academy is designed to enhance student engagement, strengthen school connection and belonging, develop physical literacy and leadership skills, and support student retention within LDSB schools through innovative, high-interest programming.

2. Situation

2.1 During the 2025–2026 school year, the following schools hosted the Elementary Hockey Program:

- C.D. Howe Public School;
- Claude E. Garton Public School;
- École Elsie MacGill Public School;
- Kingsway Park Public School;
- Five Mile Public School;
- McKellar Park Central Public School;
- Ogden Community Public School;
- Nor'wester View Public School; and
- Woodcrest Public School.

Approximately 250 students participated in the program across these sites. The Elementary Hockey Program provides opportunities for students to develop physical literacy, teamwork, and confidence, while fostering a strong sense of belonging through inclusive, school-based participation. The program also supports student engagement and well-being through skill development in a structured and supportive environment.

2.2 To celebrate the 2025 – 2026 season, twelve schools participated in one of two mini-tournaments held in March at Fort William Gardens and Fort William First Nation Arena. These events served as a culminating experience for students, emphasizing participation, sportsmanship, and community connection.

In addition to the host schools, the following schools participated in the mini-tournaments:

- École Gron Morgan Public School;
- Valley Central Public School; and
- Thunder Bay Christian School.

The year-end tournaments provided students with an opportunity to celebrate their learning and achievements alongside peers from across the system. These shared experiences help strengthen connections between schools and create space for students to come together in a spirit of respect, teamwork, and enjoyment of the game.

- 2.3 The Elementary Hockey Program is supported primarily through funding provided by the Ontario Charitable Gaming Association, which helps ensure the program remains accessible to a wide range of students. Schools contributed by covering the cost of on-ice officials, while timekeeping services were provided by LPS Edge Hockey. This shared approach to resourcing enables broad participation and supports the ongoing delivery of the program.
- 2.4 The LPS Edge Hockey Academy currently operates at Hammarskjold High School and Westgate Collegiate and Vocational Institute (C.V.I.) as a Grade 9-focused program, with Grade 10 participation emerging organically based on student retention and demand. The program is supported through Ontario Health and Physical Education curriculum credits, including PA10/20 (Healthy Active Living Education), which focuses on developing movement competence, physical fitness, and an understanding of healthy living, and PAL10/20 (Recreation and Healthy Active Living Leadership), which emphasizes leadership, teamwork, recreation planning, and active participation in physical activity settings.

The program model includes three on-ice sessions and two off-ice sessions weekly, integrating physical education, health, fitness training, leadership, teamwork, and skill development.

The program is further strengthened through partnerships with community organizations, including the Thunder Bay Kings, Thunder Bay Queens, and Lakehead University Thunderwolves, which enhance training opportunities and provide additional mentorship for students. Co-op students have also played a meaningful role in supporting the program while earning cooperative education credits, contributing to both program delivery and their own experiential learning.

- 2.5 The LPS Edge Hockey Academy exists to:
- increase student engagement and attendance;
 - strengthen school connection and belonging;
 - develop physical literacy, teamwork, and leadership skills; and
 - retain students within LPS schools by offering innovative, high-interest programming.

Indicators of success include participation and retention data, attendance, student voice, observed engagement, and sustained demand across multiple schools.

- 2.6 The program demonstrates strong outcomes across both sites, including 100% credit completion for Grade 9 courses at Hammarskjold High School and students at Westgate C.V.I. progressing on track toward earning two credits. The cohort model has contributed to increased student engagement and attendance, while also supporting a smoother transition into high school through reduced anxiety and a stronger sense of belonging.

Participants show continued improvement in hockey skill development through consistent ice time and coaching, along with positive impacts on student wellness, including increased daily physical activity, reduced screen time, and sustained active participation.

- 2.7 Key learnings to date highlight the importance of structured, consistent programming in supporting student success. Strong coaching and staff continuity have been essential in fostering a positive program culture. Demand for the program continues to grow when clear pathways and opportunities for continuation are visible to students and families. Additionally, logistical considerations such as ice access, transportation, and staffing require proactive and coordinated planning to ensure successful implementation.

3. Next Steps

Based on current data and key learnings, next steps include the implementation of the Grade 7/8 “Edge Ahead” reach-ahead pathway, which enables students to earn a high school credit while strengthening transition and retention. Consideration will also be given to ongoing program expansion, aligned with available facility capacity and staffing. In addition, continued data collection will support the monitoring of student engagement, retention, and overall success, ensuring informed decision-making moving forward.

CONCLUSION

The LPS Edge Hockey Academy and the established Elementary Hockey Academy are strengthening student engagement, fostering a strong sense of belonging, and creating meaningful pathways that support student success. Through community-connected programming, these initiatives are also enhancing relationships, participation, and overall student well-being across grade levels. Continued strategic refinement and expansion will further deepen their impact and ensure sustained alignment with system priorities focused on achievement, well-being, and responsive, student-centred learning environments.

Respectfully submitted,

KATHLEEN ANDREWS
Student Success Lead

DAVID OLENIK
Secondary Teacher
LPS Edge Lead Instructor

PATTI-JO PESOLA
Superintendent of Education

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 045-26

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

RE: POLICY REVIEW – 1020 EQUITY AND INCLUSIVE EDUCATION

1. Background

On April 14, 2026, the Board approved the review of the 1020 Equity and Inclusive Education policy to incorporate updates aligning with the development and guidance from the Ontario Human Rights Commission.

2. Situation

- 2.1 The updated policy is attached as Appendix A.
- 2.2 There were no changes to the procedures other than the addition of Appendix C – Addressing Anti-Black Racism to 1020 Equity and Inclusive Education Procedures, attached as Appendix C to Report No. 045-26.
- 2.3 Upon final approval, the policy will be communicated throughout the system according to the 2010 Policy Review and Development Procedures.

RECOMMENDATION

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

“That the Lakehead District School Board approve 1020 Equity and Inclusive Education Policy, Appendix A to Report No. 045-26.”

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

PHILOSOPHY AND GOALS	1000
DRAFT May 12, 2026	
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

1. Rationale

Lakehead District School Board (LDSB) is committed to equity and inclusive education. It includes promoting equitable and inclusive learning and working environments. Lakehead District School Board values equity, inclusion and respect for all. This policy upholds human rights, in accordance with the Ontario Human Rights Code and 7030 Human Rights and Workplace Harassment Policy. It is in compliance with the Education Act, and the Ontario Ministry of Education Policy/Program Memorandum No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”.

Guiding Principles of Equity and Inclusive Education:

- is a foundation of excellence - in a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement;
- meets individual needs - equity does not mean treating all students in the same way but rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed;
- identifies and eliminates barriers - all students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve their full potential;
- promotes a sense of belonging - equity and inclusive education contribute to every student’s sense of well-being;
- involves the broader community - effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system;
- builds on and enhances previous and existing initiatives - sound research and analysis of successful policies and practices form the basis for the development and sharing of resources; and
- is demonstrated throughout the system – Lakehead District School Board will incorporate equity and inclusive education throughout policies, procedures and practices.

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EQUITY AND INCLUSIVE EDUCATION POLICY	1020

2. Policy

It is the policy of LDSB to promote equity and inclusive education in accordance with the seven guiding principles.

Lakehead District School Board is committed to:

- equity of access and equity of outcomes so that students can achieve their potential;
- fostering a climate of understanding and mutual respect for the benefit of diverse student, staff and communities; and
- identifying and addressing individual or systemic discrimination because of race, ancestry, ethnic origin, place of origin, citizenship, colour, creed (religion), sex, marital status, family status, sexual orientation, gender identity, gender expression age and disability as well as promoting inclusion for students experiencing barriers due to socio-economic status.

Lakehead District School Board recognizes that discrimination may take different forms, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, and other forms of hate, and that these may require specific and intentional responses.

This policy recognizes that its shared responsibility with all LDSB community members to advance equity and inclusive education. This policy establishes the following eight areas of focus for this endeavour.

3. Areas of Focus

3.1 Policies, Guidelines, Practices, and Initiatives

Lakehead District School Board structures, policies, procedures, programs, guidelines, and practices shall reflect the principles of equity and inclusive education as well as LDSB Values: Integrity, Acceptance, Respect, Responsibility and Empathy. Lakehead District School Board will review this commitment as part of the development and regular review of structures, policies, procedures, programs, guidelines, and practices. This area of focus establishes the framework for policy development and implementation in all the other areas of focus below.

Lakehead District School Board will endeavour to promote equity of access and outcomes for student achievement and well-being. The Board aims to identify and address barriers that may limit the opportunities of diverse individuals for employment, retention and promotion. All data collection, research, surveys, and census shall be developed, collected, utilized, maintained and delivered using a critical equity lens, ensuring accessibility and respect of individual privacy rights.

The Board will monitor and review data and experiences of students and staff to identify and address systemic barriers, including those related to anti-Black racism, anti-Indigenous racism, and other forms of discrimination, while ensuring respect for individual privacy rights.

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DRAFT May 12, 2026	
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

3.2 Shared and Committed Leadership

The principle of shared and committed leadership recognizes that all partners in education, including community partners, parents, and students, are responsible for preparing students to live in a diverse society. The Board recognizes that bringing change to instructional practices and the learning culture requires strong, focused leadership from, in particular, school board trustees, director of education, superintendents, principals, and teachers. The Board and schools will provide leadership that is responsive to the diverse nature of Ontario's communities and committed to identifying and removing discriminatory biases and systemic barriers to learning.

3.3 School-Community Relationships

Lakehead District School Board shall meet the needs of diverse communities and workplaces through active involvement, input and participation of students, parents/guardians, staff and communities, to understand all perspectives about all students so that their needs can be met. Collaboration will be based on respect, open dialogue and partnerships with students, parents/guardians, staff, committees and other community groups and agencies. Lakehead District School Board will draw upon the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of students and provide new and relevant learning opportunities.

3.4 Inclusive Curriculum and Assessment Practices

Students need to feel engaged by what they are learning, supported by staff and welcome in the learning environment. The Ministry of Education provides curriculum to all board in Ontario. The Board will review resources, instruction, and assessment/evaluation practices to ensure they are in accordance with the guiding principles.

The Board is committed to identifying and implementing inclusive curriculum processes supported by resources, instructional strategies and assessment and evaluation practices that reflect and respond to the diverse needs and abilities of diverse learners. Lakehead District School Board will provide students and staff with opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, culture and staff of the school. Lakehead District School Board will affirm and value students' first languages. ***This includes ensuring that curriculum and resources reflect diverse identities and experiences, including those of Black, racialized, and Indigenous students, and address the impacts of discrimination.***

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EQUITY AND INCLUSIVE EDUCATION POLICY	1020

3.5 Religious Accommodation

Lakehead District School Board upholds the Ontario Human Rights Code that prohibits discrimination on the grounds of creed (includes religion) and establishes the duty to accommodate. Lakehead District School Board will take all reasonable steps to provide creed (religious) accommodation for students and staff (see Appendix A). Lakehead District School Board acknowledges an individual's right to follow or not to follow creed (religious) beliefs.

3.6 School and Workplace Climate and the Prevention of Harassment and Discrimination

Lakehead District School Board will foster a positive school climate in which all members of the school community feel safe, welcome, accepted, and supports positive behaviours and interactions. Lakehead District School Board recognizes that harassment, discrimination and workplace harassment can negatively affect working relationships, the learning process and personal well-being, as well as school climate. Lakehead District School Board has established policies and procedures that enable students and staff to safely report incidents of harassment, discrimination and workplace harassment and that will enable the Board to respond in a timely manner. **Where incidents of discrimination, including anti-Black racism, are identified, the Board will take appropriate responsive action in accordance with Board policy, applicable legislation, and privacy requirements.** Regular monitoring of school climate is essential. **All schools will administer school climate surveys in accordance with governing legislation and use survey data to inform school improvement planning.**

3.7 Professional Learning

Lakehead District School Board will provide professional learning opportunities for staff, administrators and trustees to deepen awareness and build capacity to promote a climate of understanding and mutual respect that is conducive for equity and inclusive education. **Professional learning activities with LDSB will be ongoing, evidence-based and focused on positive outcomes, including topics such as anti-Black racism, anti-Indigenous racism, cultural safety, anti-discrimination, anti-homophobia, antisemitism, anti-Muslim discrimination, and gender-based violence.** Lakehead District School Board will provide opportunities for staff and trustees to participate in training and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

PHILOSOPHY AND GOALS	1000
DRAFT May 12, 2026	
EQUITY AND INCLUSIVE EDUCATION POLICY	1020

3.8 Accountability and Transparency

Lakehead District School Board will continuously assess and monitor progress in reviewing policies, programs, guidelines, and practices and in implementing this policy. Equity and inclusive education principles are to be embedded in the Board’s multi-year strategic plan. Lakehead District School Board and School Improvement Plans, within the context of the Board’s multi-year plan, will take into consideration the Board’s 1020 Equity and Inclusive Education Policy. The plans should focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and provide a respectful and responsive school climate. Lakehead District School Board will provide ongoing and open communication to keep all stakeholders informed of the Board’s goals and progress as they relate to equity and inclusive education. ***This includes monitoring progress in addressing systemic barriers and discrimination, including anti-Black racism, and using this information to inform ongoing planning and improvement.***

4. 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>
7020 Equitable Employment	April 4, 1995	Ontario Human Rights Code Education Act
7030 Human Rights and Workplace Harassment	<u>Date Revised</u>	Ontario Ministry of Education Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
8070 Safe Schools – System Expectations	June 24, 2008	
8071 Bullying Prevention and Intervention	September 28, 2010 May 28, 2013 November 24, 2020	

Appendix C to 1020 Equity and Inclusive Education Procedures

Addressing Anti-Black Racism

1. Purpose and Legislative Context

This appendix supports the implementation of Policy 1020 - Equity and Inclusive Education by outlining Lakehead District School Board's commitment to addressing anti-Black racism.

This work is grounded in the Board's obligations under the *Ontario Human Rights Code*, which prohibits discrimination and harassment based on race and related grounds, and the *Education Act*, which requires school boards to provide safe, inclusive, and equitable learning environments. It also reflects responsibilities under the *Occupational Health and Safety Act* to maintain a safe and respectful workplace.

This appendix is informed by the findings and recommendations of the *Dreams Delayed Report* by the *Ontario Human Rights Commission*, which identified the presence and impact of anti-Black racism in Ontario's public education system and called on education duty-holders to take proactive, measurable, and sustained action.

Lakehead District School Board recognizes that anti-Black racism is specific, systemic, and historically rooted, and continues to shape the experiences and outcomes of Black students, staff, families, and communities.

Anti-Black racism extends beyond individual acts of discrimination and may be embedded in policies, practices, and institutional structures.

The Board acknowledges that:

- anti-Black racism may occur even where conduct does not meet the legal definition of discrimination under the Ontario Human Rights Code; and
- systemic and structural forms of anti-Black racism contribute to ongoing inequities.

The Board commits to:

- publicly acknowledging the existence and impact of anti-Black racism;
- working in partnership with Black students, families, staff, and communities;
- developing, implementing, and monitoring measurable actions to address anti-Black racism; and
- sharing this commitment in ways that are clear, accessible, and responsive to the diverse needs of students, families, and communities.

2. Roles, Responsibilities, and Accountability

Lakehead District School Board will ensure clarity of roles and responsibilities across the system, including trustees, senior administration, school leaders, and staff, in preventing and responding to anti-Black racism.

The Board will:

- respond promptly and appropriately to incidents of anti-Black racism;
- helping students and families navigate Board processes for addressing concerns related to discrimination; and
- ensure that individuals responsible for addressing complaints and incidents have the appropriate training, authority, and resources.

3. Monitoring, Reporting, and Early Intervention

The Board will establish and refine processes to:

- recognize, track, and respond to both incidents and complaints of anti-Black racism;
- identify patterns of behaviour or systemic barriers through data collection and analysis;
- develop early intervention approaches to address emerging concerns before escalation; and
- review and improve complaint and reporting processes to ensure accessibility across languages, generations, and communities.

The Board may use aggregate, non-identifying information to:

- inform planning and system improvement;
- support transparency and accountability; and
- identify trends and areas requiring targeted action.

4. Prevention, Response, and Supports

The Board will:

- maintain safe, accessible processes for reporting incidents without fear of reprisal;
- respond in a timely, fair, and proportionate manner in accordance with Board policy and legislation; and
- implement responses that may include educational, restorative, supportive, or disciplinary actions.

The Board will also provide supports for:

- individuals who experience harm;
- individuals who witness incidents; and
- individuals who engage in harmful behaviour, where appropriate.

Supports will be trauma-informed and culturally responsive, and may involve qualified professionals such as social workers, psychologists, and community partners.

5. Student Experience and Well-Being

The Board will:

- create learning environments that affirm Black identities and lived experiences;
- support student voice, leadership, and engagement;
- address disparities in student outcomes through targeted and system-level actions; and
- involve students and families in key transition points, including pathways between elementary and secondary school and beyond.

6. Professional Learning and Workforce Development

The Board will:

- provide ongoing, mandatory professional learning related to anti-Black racism and culturally responsive practice;
- partner with communities and organizations to assess the impact of curriculum and practice; and
- implement strategies to recruit, retain, and support Black educators and staff.

7. Community Engagement

The Board will:

- engage Black students, families, and communities as partners in decision-making;
- develop approaches that are accessible, inclusive, and responsive to diverse needs; and
- reduce barriers to participation and strengthen representation in advisory structures.

8. Continuous Improvement

The Board will:

- regularly review policies, procedures, and practices to ensure alignment with this appendix;
- assess progress and adjust strategies based on evidence and community input; and
- embed anti-Black racism priorities within Board and School Improvement Plans.

Addressing anti-Black racism is a necessary part of the Board's commitment to equity and inclusion. Lakehead District School Board recognizes that different forms of discrimination may require specific and intentional responses. This work contributes to creating learning and working environments where all individuals are treated with dignity, respect, and fairness.

References

Ontario Human Rights Code, R.S.O. 1990, c. H.19.

Education Act, R.S.O. 1990, c. E.2.

Occupational Health and Safety Act, R.S.O. 1990, c. O.1.

Ontario Human Rights Commission. (2025). *Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario's Public Education System*.

Ontario Ministry of Education. (2009). *Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*.

Ontario Ministry of Education. (2013). *Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct*.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 029-26

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

RE: POLICY REVIEW – 5010 SPECIAL EDUCATION

1. Background

- 1.1 On January 24, 2012, the revised 5010 Special Education Policy was approved.
- 1.2 At the June 24, 2025, Regular Board meeting, the 5010 Special Education Policy was approved for review during the 2025-2026 school year as part of the policy development and review cycle.
- 1.3 On February 5, 2026, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by March 29, 2026.

2. Situation

- 2.1 During the internal review process, the relevance of this policy was considered.
- 2.2 All Policy and Program Memoranda (PPMs) issued by the Ministry of Education that guide Special Education programs and services are addressed through other policies, procedures and practices of the Lakehead District School Board.
- 2.3 It was determined that 5010 Special Education Policy is no longer necessary. The policy is attached as Appendix A and the procedure as Appendix B.

RECOMMENDATION

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

“That Lakehead District School Board rescind 5010 Special Education Policy.”

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

SPECIAL EDUCATION PROGRAM & SERVICES**5000**

DRAFT May 12, 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/caregivers, 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/guardians/caregivers, 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

DRAFT May 12, 2026

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>Gross 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		

SPECIAL EDUCATION PROGRAM & SERVICES**5000**

DRAFT May 12, 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/caregivers 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/caregiver 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.

SPECIAL EDUCATION PROGRAM & SERVICES**5000**

DRAFT May 12, 2026

SPECIAL EDUCATION PROCEDURES**5010**~~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/caregivers.~~~~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 student's 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.~~

SPECIAL EDUCATION PROGRAM & SERVICES

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DRAFT May 12, 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		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 040-26

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

RE: POLICY REVIEW – 8050 NAMING AND OPENING OF NEW OR CONSOLIDATED SCHOOLS

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 8050 Naming and Opening of New or Consolidated Schools Policy was last revised on April 24, 2018.
- 1.3 On March 5, 2026, the draft policy and procedures were distributed to constituent groups for review and comment, with input to be received by April 16, 2026.

2. Situation

- 2.1 There was no constituent input received.
- 2.2 Minor revision was made to the policy to ensure consistency with Lakehead District School Board's preferred formatting and terminology.
- 2.3 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.4 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 8050 Naming and Opening of New or Consolidated Schools Policy, Appendix A to Report No. 040-26.”

Respectfully submitted,

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT May 12, 2026****NAMING AND OPENING OF NEW OR
CONSOLIDATED SCHOOLS PROCEDURES****8050**1. Rationale

It is the policy of Lakehead District School Board that the naming of schools be in accordance with the guidelines.

2. Implementation Procedures2.1 Establishment of the Ad Hoc Committee

2.1.1 To name a new or consolidated school, or upon receipt of formal written request to re-name an existing school, the director shall establish an ad hoc committee consisting of the following seven members:

- superintendent (chair);
- one representative from the staff of the school;
- one representative from the student body of the school;
- two trustees; and
- two members from the community.

2.1.2 This committee will bring a recommendation for a name to the Board.

2.2 Choice of the Name

2.2.1 The name for the school will be chosen from one of the following areas:

- the street on which it is located;
- the district which the school serves;
- an historical name that once applied to the area; or
- the name of a person recognized as having made a significant contribution to the community and/or to Canadian or international society.

2.2.2 The name will be agreed to by consensus of the committee.

2.3 Opening Ceremonies

2.3.1 The superintendent of business will be responsible for providing and placing a date stone as part of the construction of the Board.

2.3.2 The principal of the school, in consultation with the superintendent, will hold public opening ceremonies as soon as practicable after completion and opening of the school.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 039-26

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

RE: POLICY REVIEW – 7040 VIOLENCE IN THE WORKPLACE

1. Background

- 1.1 At the June 24, 2025, Regular Board meeting, the 7040 Violence in the Workplace Policy was approved for review during the 2025-2026 school year as part of the policy development and review cycle.
- 1.2 On March 5, 2026, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by April 16, 2026.

2. Situation

- 2.1 There was no input received from constituent groups.
- 2.2 Following review, it was determined that no revisions were required. The policy is attached as Appendix A and the procedures as Appendix B, with no changes.
- 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 7040 Violence in the Workplace Policy, Appendix A to Report No. 039-26.”

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

PERSONNEL AND EMPLOYEE RELATIONS**7000**

DRAFT May 12, 2026

VIOLENCE IN THE WORKPLACE POLICY**7040**1. Rationale

Lakehead District School Board (LDSB) believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of our staff.

2. Definitions

As defined by the Occupational Health and Safety Act, workplace violence is:

- (a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- (b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker; and
- (c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.

3. The Policy

- 3.1 It is the policy of LDSB to adhere to the Occupational Health and Safety Act. Lakehead District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct in any form and erodes the mutual trust and confidence that are essential to the well-being of our staff.
- 3.2 This policy applies to all work activities that occur while on LDSB premises, or while engaging in workplace activities or workplace social events.
- 3.3 This policy applies to all members of the LDSB community, including but not limited to, employees, students, trustees, visitors such as parents/guardians, caregivers and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited to participate in Board related functions.
- 3.4 Lakehead District School Board is committed to implementing a process to deal with workplace violence and the requirements of the Occupational Health and Safety Act in accordance with Safe Schools legislation.

PERSONNEL AND EMPLOYEE RELATIONS**7000**

DRAFT May 12, 2026

VIOLENCE IN THE WORKPLACE POLICY**7040**4. Guiding Principles

- 4.1 Employees, students, and other users will strive to foster a respectful workplace through the prevention and prompt resolution of workplace violence incidents. Complaints will be taken seriously and handled professionally.
- 4.2 Lakehead District School Board shall provide a mechanism to lodge an informal complaint.
- 4.3 Lakehead District School Board shall provide a mechanism to lodge a formal complaint.
- 4.4 Lakehead District School Board shall provide a fair and objective formal process for dealing with alleged incidents of workplace violence. This includes actions such as conducting ongoing risk assessments and creating safety plans.
- 4.5 Confidentiality will be maintained to every extent possible; however, the nature of the investigation may require additional information beyond the complainant(s) and the respondent(s) to verify factual information.
- 4.6 Violence prevention training shall be offered to managers, supervisors and employees.
- 4.7 Violence is a serious offence. Any individuals found to have perpetrated an act of violence may be subject to disciplinary action up to and including dismissal. In addition, individuals may be subject to action under the Criminal Code of Canada.

PERSONNEL AND EMPLOYEE RELATIONS**7000****DRAFT May 12, 2026****VIOLENCE IN THE WORKPLACE POLICY****7040**5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Human Rights and Workplace Harassment Policy	May 25, 2010	Education Act
7080 Health & Safety Policy	<u>Date Revised</u>	Safe Schools Act
8070 Safe Schools Policy – System Expectations	April 26, 2016	Ontario Human Rights Code
8020 Access to School-Board Premises	February 27, 2024	Ontario Health and Safety Act
1020 Equity and Inclusive Education	May 27, 2025	Policy/Program Memorandum 120 – Reporting Violent Incidents
8040 Trespass to Schools		Policy/Program Memorandum 128 – The Provincial Code of Conduct/ School Board Codes of Conduct
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 144 – Bullying Prevention and Intervention
8092 Code of Conduct		Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour
		Provincial Model for a Local Police/School Board Protocol (2015)

PERSONNEL AND EMPLOYEE RELATIONS**7000**

DRAFT May 12, 2026

VIOLENCE IN THE WORKPLACE PROCEDURES**7040**1. The Policy

It is the policy of Lakehead District School Board (LDSB) to provide safe learning environments for students, staff and the general public. Lakehead District School Board will respond to any violence or disruptions in its schools or operations.

2. Violence Against Staff

Lakehead District School Board recognizes that violence in the workplace is an occupational health and safety concern, and in keeping with our 7080 Health and Safety Policy and 7040 Violence in the Workplace Policy, is committed to providing a safe and secure working environment for our employees, agents, and those who have authorized access to LDSB premises. It is an expectation of LDSB that all its employees or others on LDSB business will, at all times, conduct themselves in a courteous, polite manner while dealing with the general public or members of the educational community. Accordingly, LDSB will protect and fully support any employee who is threatened, abused, or put at personal risk in the proper exercise of their duties.

3. Defining Violence in the Workplace

Violence can be defined as an act of aggression which produces damaging or hurtful results.

3.1 Three categories of risk are addressed by these procedures:

- 3.1.1 Student and Public Aggression - includes aggressive, hostile, and/or disruptive behaviour by members of the public (students/parents/guardians, or caregivers) either on their premises, in the public domain, at LDSB facilities, on the phone, or any form of written or electronic communications.
- 3.1.2 Workplace Violence - includes physical aggression, threats, intimidation, bullying and temper outbursts. Lakehead District School Board's position is that aggression between employees is unacceptable in any form.
- 3.1.3 Workplace Protection - recognizes that personal tensions can pursue an employee to the workplace. Resentment, rejection, stalking and domestic disputes are among the factors that may compromise workplace security and could lead to an entire work group being put at risk.

PERSONNEL AND EMPLOYEE RELATIONS**7000**

DRAFT May 12, 2026

VIOLENCE IN THE WORKPLACE PROCEDURES**7040**

- 3.2 To deal with the low frequency, but high priority that threats of violence have in the learning environment, LDSB will monitor the internal risk environment of LDSB and respond to events that could jeopardize LDSB staff. Human resources will develop tools to assist principals, managers and supervisors to resolve confirmed threats or acts of violence by: monitoring policy, conducting risk assessments, developing contingency plans, organizing resources, investigating serious incidents and ensuring that there is general awareness of Board practices and procedures to respond to workplace threats.

4. General Procedures

- 4.1 An employee who is seriously threatened or put at personal risk, in any of the three situations described above, is authorized to suspend work if the individual is not a student, terminate contact with the offending party, and to immediately report the circumstances to their supervisor. An employee who is seriously threatened or put at personal risk by a student will ensure the Duty of Care¹ of the student(s) in their charge. The employee will report the circumstances to their supervisor. Supervisors will assess the situation to determine whether:

- an assault or a serious threat has taken place;
- the victim is in need of medical, emotional or other assistance;
- when and in what circumstances the original work should be resumed; and
- the employee should be reassigned.

4.2 Violent Incident Report Form

The Violent Incident Report Form must be submitted to the health and safety officer by the employee and/or supervisor for all violent encounters, and in all serious cases of aggression. The Violent Incident Report Form must contain:

- date, time and location of the occurrence;
- name(s) of the employee(s)/victim(s);
- name(s) and address(s) of the alleged assailant(s);
- specific language of the threat;
- actions that followed the threat;
- prior events or encounters that are relevant to the incident;
- the reason for contact between the victim(s) and the aggressor(s);
- a summary of events, including the outcome of the encounter;
- names and addresses of witnesses and of anyone else who was directly involved in the incident, including the police; and
- the supervisor's assessment of the encounter, including their recommendation for further action and the disposition of the case.

¹ - *The Education Act, Part x, Sec. 264 (e)*

PERSONNEL AND EMPLOYEE RELATIONS**7000**

DRAFT May 12, 2026

VIOLENCE IN THE WORKPLACE PROCEDURES**7040**

- 4.2.1 In reports about the conduct of a trustee, the director of education will notify the Board using the process outlined in the Trustee Code of Conduct.
- 4.2.2 In reports about the conduct of a superintendent, the director of education will engage outside legal counsel and, if necessary, an external human resources expert to manage the complaint and incident reporting.
- 4.2.3 In reports about the conduct of the director of education, the chair of the Board of Trustees shall engage external legal counsel and an external human resources expert to manage the complaint and incident reporting. The chair shall bring the matter to trustees at a Special Board meeting, or the next Regular Board as recommended by legal counsel.

4.3 Minor Incidents

Minor incidents may be resolved by the supervisor, the employee and the third party, providing the employee consents to having the issue summarily dealt with. Events in the minor category may, for example, include outbursts of intemperate language or signs of temper, where there was no serious intent to cause harm. In such cases a supervisor's intervention could serve to neutralize tension, to draw an apology from the offender and to show the employee that they are being supported. Minor incidents are to be reported to human resources within one working day. The supervisor will review and forward the completed Violent Incident Report to human resources and the health and safety officer.

4.4 Serious Incidents

Serious incidents include assault, confinement, believable threats of assault, abuse or harm, and/or sabotage. As well, behaviour that disturbs or threatens students, employees, and others may be seen as serious. Serious incidents are to be reported to the principal or building manager immediately who will, without delay, notify the superintendent of education. The supervisor will review and fax the completed Violent Incident Report Form to the superintendent the same day. Human resources will be advised of all serious incidents.

5. Workplace Violence

- 5.1 Hostile exchanges between employees, or in the context of working relationships, are subject to the same rules of law that apply in the greater community. Criminal and Civil actions may result from aggressive or abusive behaviour between workers, in addition to LDSB sanctions that could include termination. The supervisor will review and forward the completed Violent Incident Report Form to human resources and the health and safety officer.

PERSONNEL AND EMPLOYEE RELATIONS**7000**

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VIOLENCE IN THE WORKPLACE PROCEDURES**7040**

- 5.2 A potentially more damaging outcome of workplace violence, however, is the impact it has on teamwork and the corporate family. All cases of workplace violence at LDSB will be investigated by the principal, manager or supervisor. The investigation will specifically look for serious behaviour problems, the need to prompt an Employee Assistance Program (EAP) referral, and the greater need to ensure a threat-free working environment for all employees.

6. Workplace Protection

Workplace Protection, in terms of these procedures, refers to the steps taken by management to deal with deviant personalities who may seek to bring violence or disruptive behaviour to LDSB work locations. Disoriented and alienated persons (not necessarily current employees or students) may find a target for their resentment in LDSB. Domestic, economic and personal pressures could precipitate a workplace crisis, as could a random violent act.

7. Human Resources Department

- 7.1 The human resources department has been organized to respond to all serious incidents of student or public aggression, workplace violence, and workplace protection. In addition, human resources can be supported by external consultants in security, psychology, crisis management and other disciplines (EAP).
- 7.2 The superintendent of education will update these procedures as required by its evaluations of serious incidents. Human resources will also coordinate awareness and educational programs designed to keep all employees and agents of the company aware of the measures taken to support employee protection.
- 7.3 The department will observe the strictest protocols of confidentiality so that employees will be encouraged to report potential and developing situations of violence.

8. Investigation

- 8.1 Investigation serves to protect LDSB employees from unfounded charges and counter charges. The process quickly documents the record of events, identifies witnesses and their evidence, corroborates facts and collects supporting detail. In most cases, investigation will give direction to, or reinforce, a police investigation.
- 8.2 The police and/or an independent investigator will be called on to look into all serious incidents. The investigator will begin their inquiries immediately. If possible, the investigator will interview the victim and the alleged offender the same day and provide a summary report to the human resources department within 24 hours. All witness statements will preferably be taken the day of the occurrence. Where that is not practical, the statements will be taken at the earliest opportunity.

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- 8.3 Copies of all statements will be attached to the confidential investigative report submitted to human resources. Copies will also be provided to the police if they are conducting a related investigation, in which case a summary of the police investigation and its conclusions should also be forwarded to the superintendent of education.
- 8.4 Investigations into the conduct of a superintendent will be forwarded to the director of education and the external legal advisors (per Section 4.2.2 of this procedure).
- 8.5 Investigations into the conduct of the director of education will be forwarded to the chair of the Board of Trustees and their external legal advisors (per Section 4.2.3 of this procedure).
- 8.6 If investigation determines the allegations are unfounded, all references will be removed from the individual's file as per statute of limitations.

9. Employee Support

- 9.1 Any employee who feels that a violent situation has not been effectively dealt with at the supervisory level, may directly contact the superintendent of education to review the circumstances and advise the employee.
- 9.2 Lakehead District School Board will support any employee who has been subjected to aggression in the line of work, or in circumstances that lead to charges being laid. Lakehead District School Board will allow the employee paid time off to assist the inquiry and to appear in court. It may also encourage other witnesses to support the administration of justice by indemnifying them from wage loss.
- 9.3 If criminal prosecution for an unprovoked attack on an employee is not entered by the police or if it does not succeed, the Board may elect to support the victim by underwriting the cost of civil litigation for damages. This exceptional option will be decided on by senior management based on the merits of the case.
- 9.4 As a minimum, LDSB will ensure that the offender is formally warned or that a "Trespass Notice" is issued. The offender will be advised that such behaviour is illegal and unacceptable, and warned that any repeat act of aggression toward LDSB employees will result in criminal charges being laid.
- 9.5 In some situations the police will issue this warning to the offender and will officially record the warning. Where the police are unable or unwilling to cooperate, the warning will be given by the superintendent of education, who will then formally notify the police of the warning for record purposes.

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- 9.6 Incidents involving students will be addressed according to the relevant legislation, policy and procedure applicable to the situation.

Violent incidences will be flagged so that personnel can be alerted to potential volatile behaviours and appropriate training be provided to deal with potential incidences.

10. Student-Led Incidents

- 10.1 Incidents of violence in the workplace caused by student behaviour or activities should be reported through 8070 Safe Schools – System Expectations Procedures.
- 10.2 When determining a response to student-led incidents in the workplace, the principal and/or superintendent must consider the following factors:
- 10.2.1 The ability of the student to control their behaviour.
 - 10.2.2 The ability of the student to understand the foreseeable consequences of their behaviour.
 - 10.2.3 The level of risk the student’s continuing presence may pose to the safety of any person.
- 10.3 Per Appendix C of 8070 Safe Schools – System Expectations Procedure: If an incident is caused by a student receiving special education services or who has ability-related needs, the principal and/or superintendent must also consider:
- 10.3.1 if the behaviour causing the incident was a manifestation of the student’s ability;
 - 10.3.2 if appropriate individualized accommodation has been provided to the point of undue hardship; and
 - 10.3.3 if the response to an incident would likely result in an aggravating or worsening of the student’s behaviour or conduct.
- 10.4 If an incident meets both the definition of Violence in the Workplace (Section 3 of this procedure) and a Critical Student Incident (Section 4.2 of 8070 Safe Schools – System Expectations Procedures), it must be reported under both policies.

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VIOLENCE IN THE WORKPLACE PROCEDURES**7040**11. Review

These procedures shall be reviewed annually in accordance with the Occupational Health and Safety Act, R.S.O. 1990, Subsection 32.0.1.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Human Rights and Workplace Harassment Policy	May 25, 2010	Education Act
7080 Health & Safety Policy	<u>Date Revised</u>	Safe Schools Act
7040 Violence in the Workplace Policy	April 26, 2016 February 27, 2024 May 27, 2025	Ontario Human Rights Code Ontario Health and Safety Act
8070 Safe Schools Policy – System Expectations		Policy/Program Memorandum 120 – Reporting Violent Incidents
8020 Access to School-Board Premises		Policy/Program Memorandum 128 – The Provincial Code of Conduct/ School Board Codes of Conduct
1020 Equity and Inclusive Education		
8040 Trespass to Schools		Policy/Program Memorandum 144 – Bullying Prevention and Intervention
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour
8092 Code of Conduct		
Trustee Code of Conduct		Provincial Model for a Local Police/School Board Protocol (2015)

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 056-26

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

RE: TRUSTEE VACANCY

1. Background

1.1 At the Special Board Meeting of May 5, 2026, the board approved the resignation of trustee Leah Vanderwey.

2. Situation

2.1 The Education Act (RSO 1990) s.221 defines the process to replace a trustee.

2.1.1. The remaining elected trustees are required to fill the vacancy within 90 days which in this instance is by Monday, August 3, 2026.

2.1.2. The Education Act does permit the remaining elected members to require a by-election despite a continuing majority, as an alternative to proceeding by appointment. However, that option is not available where the vacancy occurs after April 1 in the year of a regular election, which is the current situation.

2.1.3. The appointed candidate must upon nomination meet the qualifications of a publicly elected trustee:

2.1.3.1. be a qualified municipal elector and fulfil all of the following requirements:

- a resident within the jurisdiction of the board;
- a supporter of the board - the individual's property tax support must be directed to the public school board;
- a Canadian citizen;
- at least 18 years old;
- not legally prohibited from voting; and
- not disqualified by any legislation from holding school board office.

RECOMMENDATION

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

“That Lakehead District School Board approve appointment as the method to replace the trustee vacancy and direct administration to bring a report forward by June 23rd at the latest”.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2026 MAR 2
6:00 p.m.

MEMBERS PRESENT:

Robin Cawlishaw, Chair
Michelle Riemer, Vice- Chair
Leah Vanderwey
Brittany Kennedy

George Saarinen (virtual)
Laura Prodanyk
Dawn-Marie Francis
Suzanne Posthumus (virtual)

MEMBERS ABSENT, WITH REGRET:

Terry Godick
Lorraine Mashongoane

Tara Ingram
Carla Mulholland

RESOURCE PRESENT:

Sherri-Lynne Pharand, Director of Education
Fred Van Elburg, Teacher
Kristi Lees, Principal
Heather Harris, Superintendent of Education

Jamie Smith, Communications Supervisor
Christine Jones, Executive Assistant
Stephanie Ryyananen, Finance Supervisor
Kali Bernst, Principal

1. **Call to Order, Welcome and Introductions**

Robin Cawlishaw, Chair, welcomed the following guests:

- Heather Harris, Superintendent of Education, Early Years & Elementary Education;
- Kali Bernst, Principal of Indigenous Education and Program; and
- Stephanie Ryyananen, Finance Supervisor.

2. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of the Agenda – March 2, 2026**

The agenda of March 2, 2026, was approved by consensus.

4. **Land Acknowledgement**

Robin Cawlishaw, Chair, acknowledged the lands and traditional territory.

5. **Delegations/Presentations**

- 5.1 Robin Cawlishaw, Chair, introduced Suzanne Posthumus, Chair of Special Education Advisory Committee (SEAC) delegate representing Tara Ingram, SEAC representative.

- 5.2 Stephanie Ryyananen, Supervisor of Finance presented the 2026-2027 Budget. All members' questions were addressed.
- 5.3 Heather Harris, Superintendent of Education, Early Years & Elementary Education, and Kali Bernst, Principal of Indigenous Education and Program presented Lakehead Public Schools' Cultural Safety Plan and provided a Executive Summary handout of the plan. Director Pharand expressed her gratitude to the community, staff and students for all their contributions in completing this plan. The rollout is expected for September 2026. Superintendent Harris, shared that requests for creating personal Land Acknowledgements will be discussed at a future Miiniwewinan Indigenous Education Advisory Committee and will have the process approved. All members' questions were addressed.

6. Approval of Minutes – November 17, 2025

The minutes of November 17, 2025, were approved by consensus.

7. New Business

7.1 26-27 PIC Priorities for Budget Deputation

Sherri-Lynne Pharand, Director of Education, shared the handout of the 2025-2026 PIC deputation submitted for the members input and updates. Christine Jones, Executive Assistant, will summarize and send the 26-27 PIC deputation letter to the chair and vice-chair for their approval.

7.2 Miiniwewinan: Indigenous Education Advisory Committee Report

No member available to attend to date.

7.3 Special Education Advisory Committee Report

Suzanne Posthumus, SEAC Chair, provided the following SEAC update;

- Sasha Friske, Registered Behavior Analyst, and Kim Pineau, Autism Resource Teacher, presented the Autism Student Supports Presentation; and
- Maggie Fredrickson, Principal of Special Education, provided a special education update.

7.4 Jamie Smith, Communications Supervisor, providing the following update:

- 2026 Pink Shirt Day image of the otter, was created by a Crestview Public School student;
- Lakehead Public School Foundation is hosting a Quiz Night, on May 2, 2026, at the Knights of Columbus Centre, more details to follow;
- collaboration has started with Sister Margaret Smith Centre (SMSC), in creating a parent resource site that would include their Grade 4 – Grade 6, on-line safety information called ICRAZE;
- Brittany Kennedy, Community Member, Matawa First Nation, offered to introduce Jamie to her contacts at the Thunder Bay Indigenous Friendship Center for additional collaboration on the parent resource site; and

- Christine Jones, Executive Assistant, will confirm what options are available to have Jake Ernst, Speaker, to present virtually and the possibility of having it recorded with permission to use it as a resource link on our parent resource page.

Moved by Robin Cawlishaw

“that by a show of hands, we approve the funding to support the Jake Ernst, Speaker event”. Carried.

7.5 Director’s Report

Sherri-Lynne Pharand, Director of Education, shared the following Director’s update:

- Childcare report presented the Boards’ daycare current operations;
- Grade 8 Reach Ahead report, presents where students in Grade 8 have the opportunity to attain one credit before entering Grade 9;
- Lakehead Public School Foundation (LPSF) report, shared that they are hosting a Quiz Night, on May 2, 2026, at the Knights of Columbus Centre and there is a call out for volunteers for LPSF Annual Golf Tournament at Whitewater, on August 24, 2026. Foundation supports a variety of student scholarships, student needs, and school events our Kingfisher Outdoor Education Centre;
- International Education Program reported 46 students in attendance for the 2025-2026 school year and that we are always looking for host families;
- Student Achievement report was presented without EQAO results as we await from the Ministry;
- Presentation of our Indigenous Skilled Trades-KZ Lodge, along with Special Education was presented at the Ontario Public School Board Association (OPSBA) Conference in Toronto, ON. The KZ Lodge program currently has 96% of the students obtaining all eight credits in the program;
- our Grade 8 students will start receiving electronic devices, that will follow them during their secondary path;
- Artificial Intelligence (AI) training is now complete for all staff, with AI guidelines posted on our website. Christine Jones, Executive Assistant, will send them to the committee members;
- the 2026-2027 School Year Calendar was released today and can be found on our Boards website; and
- upcoming Science Fair, on April 7, 2026, at Lakehead University, everyone is welcome to attend.

Trustee Vanderwey shared that on March 4, 2026, at 6:00 p.m., at the Waverly Library, there will be a workshop on The Role of a Trustee.

All members’ questions were addressed.

8. Other Business

8.1 Robin Cawlishaw, Chair, reviewed the PIC correspondence that was distributed since our last meeting;

- 8011 Use of School Buildings Facilities and Grounds Policy;
- 8012 Fundraising in the Schools Policy;
- 8010 Fees for Learning Materials and Activities Policy;
- 4030 Territorial Student Program – Transportation & Services Policy;
- 5010 Special Education Policy;
- 7030 Human Rights and Workplace Harassment Policy;
- Parent Workshop Series; and
- 2026-2027 Budget Input Session

8.2 Robin Cawlishaw, Chair, shared that we will circle back once Christine Jones, Executive Assistant, confirms the status of a virtual option with Jake Ernst.

Additionally, Christine Jones, Executive Assistant, will follow up with TVO for a future presentation.

9. Next Meeting Date:

Meeting date of May 4, 2026.

10. Adjournment:

The meeting adjourned at 7:27 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2026 MAY 12
Report No. 055-26

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

RE: GOVERNING BY-LAWS AD HOC COMMITTEE

1. Background

- 1.1 Revisions to the Governing By-Laws were completed and enacted on May 27, 2025.
- 1.3 Article 1 - Definitions - line 13 of the Lakehead District School Board Governing By-Laws defines an Ad Hoc Committee as “*a committee struck by the Board, Board Advisory Committee, or other committee, to consider a specific matter and report back to the striking body by a date fixed by the striking body*”.

2. Situation

- 2.1 Bill 101, *Putting Student Achievement First Act*, has an impact on the Board’s Governing By-Laws
- 2.2 An Ad Hoc Committee should be established to conduct a review of the Governing By-Laws and recommend changes to the Board.
- 2.3 The Governing By-Laws Ad Hoc Committee will consist of a minimum of two trustees and one alternate, the director of education, and the executive secretary - office of the director. As many trustees who wish to participate on the committee are welcome.

RECOMMENDATIONS

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

- 1. Lakehead District School Board appoint Trustees _____, _____, _____, _____, _____, _____, and _____ as alternate, Director Pharand, and the executive secretary – office of the director, be appointed to the Governing By-Laws Ad Hoc Committee.
- 2. The Governing By-Laws Ad Hoc Committee report its progress to the Board Advisory Committee no later than the fall of 2026.

Respectfully submitted,

RON OIKONEN
Chair, Lakehead District School Board