

Manitoba Commissioner of **Teacher Professional Conduct**

2025/26 Annual Report



Land Acknowledgement

We recognize that Manitoba is on Treaties 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishinewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making, and remain committed to working in partnership with First Nations, Inuit, and Métis people in the spirit of truth, reconciliation, and collaboration.

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Commissioner's Letter to the Minister



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June 2026

The Honourable Tracy Schmidt
Minister, Manitoba Education and Early Childhood Learning
168 Legislative Building
450 Broadway
Winnipeg, MB R3C 0V8

Dear Minister Schmidt:

It is my honour to present the Annual Report from the Office of the Commissioner of Teacher Professional Conduct for the fiscal year ending March 31, 2026.

The report has been prepared and submitted in accordance with section 8.4(1) of The Education Administration Act.

Sincerely,

Original signed by

Noni Classen
Commissioner
Teacher Professional Conduct

Message from the Commissioner

It is a profound honour and responsibility to serve as Manitoba's Commissioner of Teacher Professional Conduct. As I begin this role, I do so with humility, gratitude, and a deep appreciation for the trust placed in this office.

Throughout my career, I have had the privilege of working alongside children, families, educators, clinicians, and communities across Manitoba and Canada in work focused on child protection, harm prevention, and strengthening systems that help keep children safe. Supporting children and protecting public trust has been at the heart of my work for more than three decades, and I see this role as a continuation of that commitment.

Teachers play an incredibly important role in the lives of children. Every day across Manitoba, educators support, encourage, and guide students through some of the most important years of their lives. The overwhelming majority of teachers carry out this work with professionalism, compassion, integrity, and care, often under increasingly complex circumstances.

Public confidence in the education system matters deeply. The role of the Commissioner's office is to help uphold that confidence by ensuring concerns related to professional conduct and competence are addressed fairly, independently, thoughtfully, and in accordance with the legislation. These processes can be difficult and deeply personal for everyone involved, including students, families, teachers, and school administrators. It is important that all individuals who interact with this office are treated with professionalism, dignity, and respect.

As the Office of the Commissioner of Teacher Professional Conduct continues to evolve, decisions will remain fair, consistent, and grounded in legislation. As I step into this position, my immediate focus is on listening, learning, and developing a strong understanding of the existing processes, the legislation, and the experiences of those who engage with the system. I also want to acknowledge the staff of the Commissioner's office for their professionalism and continued dedication during a period of transition.

In the months and years ahead, the office is committed to protecting student safety and well-being, ensuring procedural fairness, and supporting safe and respectful learning environments for students and school communities across Manitoba.

I look forward to working collaboratively with education partners, school communities, and Manitobans as we continue this important work together.

With gratitude,

Noni Classen

Commissioner of Teacher Professional Conduct

Our Purpose

- ▶ Protect Children and Students
- ▶ Maintain Public Confidence
- ▶ Ensure Fair and Accountable Professional Regulation
- ▶ Uphold the Integrity of the Teaching Profession

Guiding Principles

**Protect the Public**

The safety and well-being of children and students remain the highest priority.

**Independence**

Decisions are impartial and evidence-based.

**Procedural Fairness**

People are informed, heard, and treated fairly.

**Confidentiality**

Information is shared only when necessary and when permitted by legislation.

**Trauma-Sensitive Practices**

Processes seek to minimize harm and to support responsiveness.

**Timeliness**

Matters are addressed as efficiently as possible.

**Transparency**

Clear communication about processes and decisions.

About the Office of the Commissioner of Teacher Professional Conduct

In January 2025, Manitoba implemented a new teacher certification and professional conduct framework through amendments to [The Education Administration Act](#), marking a significant step forward in strengthening accountability, student safety, and public confidence in the education system.

The Act establishes the Commissioner of Teacher Professional Conduct as an independent authority responsible for overseeing investigations and disciplinary processes involving certified teachers and school clinicians. The Commissioner operates in accordance with the Act and the [Commissioner's Rules of Practice and Procedure](#), helping ensure consistency, transparency, independence, and procedural fairness in all matters.

The legislative framework establishes a transparent, fair, and independent process for addressing allegations of professional misconduct. Key elements of the new framework include a mechanism for members of the public to report concerns directly to the Commissioner, along with mandatory reporting obligations for employers and certified teachers and clinicians. The new framework enhances procedural fairness for the teachers, clinicians, employers, students, and members of the public involved in the process. It incorporates trauma-sensitive approaches and provides the public with more information about, and a greater degree of transparency into, professional conduct proceedings and outcomes. This includes whether disciplinary consequences were appropriate following investigation, and, if so, what they were.



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Another key feature of the legislative framework is the [online public registry](#) operated by Manitoba Education and Early Childhood Learning, which provides access to the certification status of all Manitoba teachers and school clinicians. The registry is also the repository for consent resolution agreements entered into between the Commissioner and teachers or clinicians, as well as for hearing panel decisions, which further reinforces transparency and public trust in the profession and the regulatory process.

Building the Legal Framework in 2025

The legal framework for the Commissioner’s work was implemented in phases, per the Act. On January 6, 2025, the provisions of The Education Administration Act establishing the Commissioner and authorizing the investigation and resolution of professional misconduct came into force. On September 2, 2025, additional provisions came into force to enable the Commissioner to address matters of teacher competence and fitness to practise.

Two new regulations further supported implementation of the framework in 2025. [The Teacher Competence Standards Regulation](#) (M.R. 69/2025), which came into force on September 2, 2025, established five competence standards that teachers must meet to obtain and maintain certification, and which the Commissioner and hearing panels will use to assess matters of competence:

Competence Standard	
1	The teacher has professional knowledge and implements professional instructional methods and practices.
2	The teacher is committed to student success, well-being, and learning.
3	The teacher fosters a safe and inclusive environment.
4	The teacher is engaged with Indigenous students, families, and communities.
5	The teacher fosters professional relationships in ways that are consistent with principles of equity, fairness, and respect for others.

[The Teacher Registry Regulation](#) (M.R. 120/2025), which came into force on December 12, 2025, added registry requirements respecting voluntary surrenders, including recording when a teacher has voluntarily surrendered their certificate and removing that record when it is no longer accurate.

What is Professional Misconduct and Incompetence?

Teaching is a regulated profession in Manitoba. Teachers hold certificates issued by Manitoba Education and Early Childhood Learning that make them eligible to obtain employment in Kindergarten to Grade 12 public, funded independent, institutional, and First Nations schools, as well as adult learning centres, in Manitoba.

School clinicians (i.e., social workers, school psychologists, speech-language pathologists, occupational therapists, and physiotherapists) also hold certificates issued by Manitoba Education and Early Childhood Learning and are considered certified Manitoba teachers, with minor exceptions. Reading clinicians are also certified teachers.

Teacher professional misconduct is broadly defined as conduct that calls into question someone's suitability to continue to hold a teaching certificate or practise as a teacher or clinician. Misconduct includes, but is not limited to,

- sexual or physical abuse of a pupil or child
- emotional harm to children
- conduct involving child sexual abuse and exploitation material as defined under section 163.1 of the Criminal Code (Canada)
- other behaviour that undermines the integrity of the teaching profession or public confidence in the education system

Professional misconduct may occur both inside and outside of school settings.

The province also regulates professional competence standards that teachers and clinicians must meet and follow to be issued and to maintain their certificates. Concerns regarding competence must be sufficiently serious to raise significant questions about a person's ability to continue carrying out their professional responsibilities safely and effectively.

There are several ways that a matter involving teacher conduct or competence could come to the Commissioner's attention:

Employer reporting

As of January 6, 2025, all employers of certified teachers and clinicians—including public and funded independent schools, First Nations education authorities, institutional schools, and adult learning centres—are legally required to report to the Commissioner without delay if a teacher or clinician

- is charged with or convicted of an offence involving child abuse
- is suspended, dismissed, or otherwise disciplined for professional misconduct
- resigns under circumstances where reporting the resignation is in the public interest

In addition to the mandatory reporting outlined above, employers may be aware of other professional misconduct matters, which can be brought to the Commissioner's attention through a discretionary complaint. Examples may include repeated boundary concerns or patterns of behaviour that raise concerns about student safety, professional judgment, or public confidence in the profession.

Self-reports

Teachers and clinicians are required to self-report without delay if they are charged with or convicted of an offence involving the sexual or physical abuse of a child.

Public complaints

Any person—including members of the public—can make a complaint to the Commissioner that alleges professional misconduct or incompetence by a teacher or clinician.

Commissioner-initiated investigations

The Commissioner can also initiate an investigation if a matter of concern about professional misconduct or competence comes to the Commissioner's attention by other means.

The Complaint Management Process

The Office of the Commissioner's complaint management process is intended to ensure concerns involving professional misconduct or incompetence are addressed in a fair, transparent, timely, and responsive manner.

Preliminary Review

Once a report or complaint is submitted to the Commissioner of Teacher Professional Conduct, the Commissioner acknowledges receipt of the report or complaint and begins their preliminary review. The preliminary review will determine whether the allegations set out in the report or complaint, if substantiated, would constitute professional misconduct or incompetence under the Act and regulations, and whether the matter is within the Commissioner's jurisdiction. Following the preliminary review, the Commissioner can decide to take no further action, conduct an investigation, and/or defer action pending the outcome of another process.

Interim Suspension

At any time after the Commissioner receives a complaint or report, or initiates an investigation, and while the outcome of proceedings is pending, the Commissioner may order the suspension of the certificate of the investigated teacher or clinician if they determine it necessary to protect students from harm.

Where the Commissioner orders the interim suspension of a teacher's or clinician's certificate, this is noted on the disciplinary outcomes list of the Registry of Certified Teachers and School Clinicians.

Voluntary Surrender

An alternative to interim suspension is a voluntary surrender. The Commissioner may request that a teacher or clinician voluntarily surrender their certificate on a temporary basis until their matter before the Commissioner is concluded.

If the teacher/clinician agrees, the surrender of the certificate, along with a written undertaking not to utilize their status as a teacher or clinician in any way, provides assurance that any potential risk to students has been mitigated with the teacher removed from the classroom, while leaving the certificate in good standing pending resolution of the matter. When a voluntary surrender is accepted, the individual's certificate is recorded as "good standing – voluntarily surrendered" on the individual record of the certification profile on the Registry of Certified Teachers and School Clinicians. It does not appear on the list of disciplinary outcomes. The Director of Certification is required to remove this record once that certificate status changes.



Investigation

When the Commissioner initiates an investigation, formal notice is given to the investigated teacher or clinician, the person who made the complaint or report, and the teacher's/clinician's employer. The Commissioner's office strives to approach complaint

management processes in a manner that is trauma-informed, respectful, and procedurally fair for all parties involved. The Education Administration Act gives the Commissioner additional powers during an investigation, such as the power to compel witnesses to give evidence and the power to require disclosure of relevant documents.

At the end of the investigation, after the teacher or clinician has reviewed the investigation's findings and has had a chance to respond, the Commissioner makes a decision about next steps. The Commissioner can decide to take no further action or to resolve the matter by either consent resolution agreement or by referring the matter to a hearing.

Consent Resolution Agreement

A consent resolution agreement (CRA) is a formal written agreement between the Commissioner and a teacher or clinician that resolves a matter without proceeding to a hearing. The agreement outlines the agreed-upon facts, findings, and consequences related to the matter. Both parties consent to the content of the agreement.

CRA's are intended to provide a fair, efficient, and transparent resolution process. A CRA may be appropriate when a teacher or clinician acknowledges the conduct or concerns identified and agrees to the proposed outcome. Consequences may include reprimands; conditions placed on a certificate, suspension, cancellation, remedial education requirements; or other measures considered necessary to protect students and the public interest, and to maintain confidence in the profession.

A CRA is a public document. Copies are provided to the person who made the complaint or report, the employer, and the Director of Certification, and the agreement is published on the Registry of Certified Teachers and School Clinicians in accordance with the legislation.

A CRA may be entered into at any stage of the complaint management process prior to the commencement of a hearing.

Hearing Panel

If there is no CRA reached after an investigation and the matter is not dismissed, the Commissioner must refer the matter to a hearing panel. Hearing panels operate independently from the Commissioner and are responsible for making findings based on the evidence presented. A hearing panel is made up of three members: one teacher, one public representative, and one person nominated by the Manitoba School Boards Association. The public representative is the chair of the panel. The Commissioner establishes the panel from a roster of 12 members appointed by the Minister of Education and Early Childhood Learning, listed in the final section of this report. The Commissioner's Rules of Practice and Procedure go into detail on the process the panel must follow—for example, regarding documentary evidence, cross-examination, expert witnesses, and other procedural matters.

After hearing a case, the panel makes a finding. The panel can either dismiss the matter, determine that the teacher or clinician is guilty of professional misconduct or incompetence, determine that the teacher does not have the capacity to carry out the professional responsibilities of a teacher due to a disability, or make any other report the panel considers appropriate. Following findings of misconduct or incompetence, the panel can make an order that sets consequences for the teacher.

The possible consequences include a reprimand, suspension of a certificate with or without conditions, cancellation of a certificate, a ban on issuing a certificate, and establishing limitations and conditions to a certificate.

The panel's decision and reasons are then shared with the Commissioner, the teacher or clinician, the person who made the complaint or report, and the Director of Certification in the Department of Education and Early Childhood Learning, and the decision is published online in the Registry of Certified Teachers and School Clinicians.

Public Reporting and Transparency

CRAs, hearing panel decisions, and any suspensions, cancellations, limitations, or conditions placed on a teacher's or clinician's certificate are posted on [Manitoba Education and Early Childhood Learning's teacher discipline registry](#) in accordance with the legislation. The hearing panel, in the case of a hearing decision, or the Commissioner, in the case of a CRA, are allowed to make public a summary of the decision (with no identifying information), or to decide not to make the decision public, if necessary to protect the person who was harmed, abused, or exploited by the investigated teacher. To date, this authority has not been used, and all decisions have been published in their entirety.

The legislation also requires the Commissioner to provide the Minister of Education and Early Childhood Learning with an annual report within three months of the end of the fiscal year. The Minister must then make the report publicly available within 45 days of receiving it.

Appeal Process

Hearing panel decisions can be appealed to the Court of King's Bench. The court has the power to make a new finding or order—that is, to override the decision of the hearing panel, both in terms of whether the teacher or clinician is found guilty of misconduct or incompetence and what the appropriate consequence should be. The court also has the ability to refer the matter back to the panel for further consideration.

The ability to appeal hearing decisions is anticipated to provide an additional layer of protection and fairness for teachers and clinicians, while maintaining a transparent and accountable process.

What the Data Shows (January 2025 – March 2026)

This annual report reflects the first full reporting period—the 2025/26 fiscal year (April 2025 to March 2026)—and includes cases reported during the 2024/25 period (January to March 2025). Data was included from the beginning of the new framework to provide a more complete picture of complaints and reports to date. This data and analysis provides parents, students, sector partners, and the public with a clearer understanding of the volume and nature of matters received, the processes followed, and the system's early operation in practice.

In follow-up to the commitment made in the previous year's report, this report also includes expanded detail and additional contextual analysis to better inform the public about the implementation of the framework.

As this framework is still in its early stages of implementation, the trends and patterns reflected in this report may change over time as reporting practices, public awareness, and processes continue to evolve.

Complaints and Reports Received (January 2025 – March 2026)

During the reporting period for this annual report (January 2025 to March 2026), Manitoba's Commissioner of Teacher Professional Conduct received a total of 94 complaints and reports related to teacher misconduct. Of these matters, 53 were submitted by employers, including 22 school divisions, independent schools, First Nations schools, and an international school. A further 27 complaints were made by the public, while the Commissioner initiated 10 matters and teachers/clinicians made four self-reports.

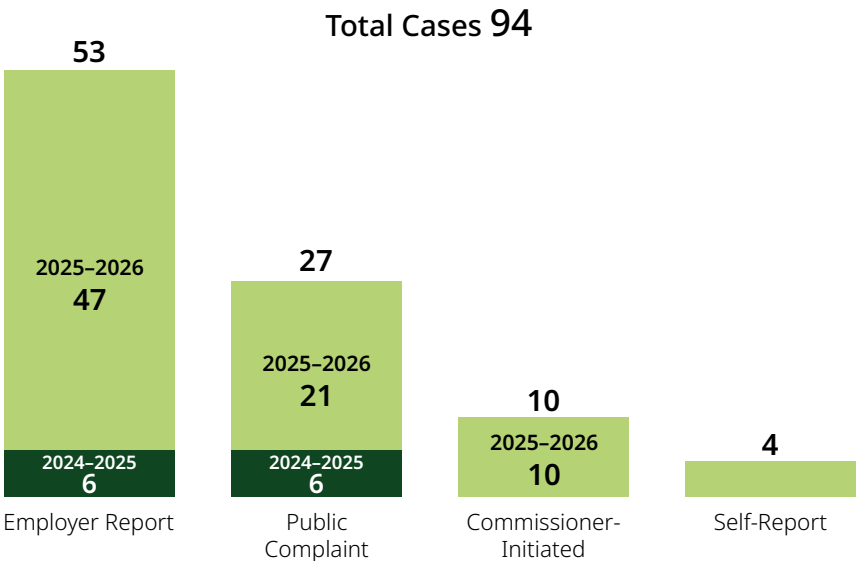
The increase in reporting reflects both the introduction of mandatory reporting obligations under the new legislative framework and increased public awareness regarding professional accountability and complaint processes within Manitoba's education system.

Eighty-nine complaints and reports were made in English and five were made in French.

Note: The Manitoba Commissioner of Teacher Professional Conduct 2024/25 Annual Report stated that seven public complaints were received; however, one public complaint regarding the same matter was submitted twice on different dates. The corrected total for the 2024/25 fiscal year is six public complaints.

Reports, Complaints and Commissioner-Initiated Cases
Year-to-Year Comparison

During Fiscal Years of 2024-2025 2025-2026



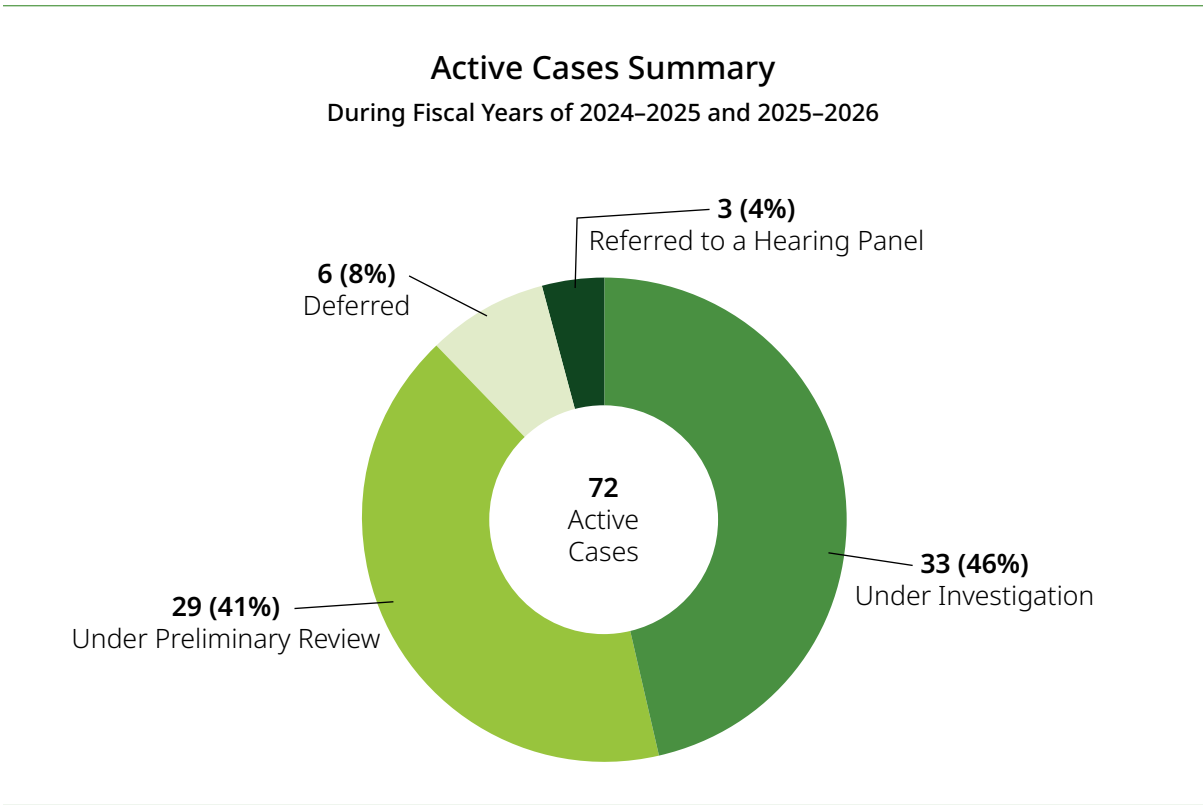
Commissioner-initiated matters: The Commissioner has powers under the Act to initiate an investigation on their own initiative if it is in the public interest. This power was also used to give continuance to matters that were initiated, but not concluded, under Manitoba Education and Early Childhood Learning’s previous teacher misconduct framework, the Certificate Review Committee. Out of the 10 Commissioner-initiated investigations in this reporting period, nine originated from Manitoba Education and Early Childhood Learning’s previous framework for addressing misconduct and were transferred to the Commissioner, and one concerned a matter involving a Child and Family Services agency.

Summary of Cases

Of the 94 complaints and reports received during the reporting period, 23 were finalized and 71 remained active as of March 31, 2026.

Active Cases

Of the 71 matters active as of March 31, 2026, 29 were under preliminary review, 33 were under investigation, six cases were deferred pending the outcome of another process such as a criminal investigation, and three cases were referred to a hearing panel with hearings scheduled after March 31, 2026.



Interim Suspensions of a Certificate

The Commissioner has ordered four interim suspensions during this reporting period, all of which have been posted on the teacher registry.

Voluntarily Surrendered Certificate

The Commissioner accepted three voluntarily surrendered certificates during this reporting period, all of which have been posted on the teacher registry.

Finalized Cases

Among the 23 finalized matters, the Commissioner entered into six CRAs, decided to take no further action after preliminary review in 16 cases, and made a determination to take no further action after investigation in one case.

The Commissioner’s office prioritizes matters based on the level of potential risk to student safety presented in each case. The amount of time that each matter takes to reach resolution varies depending on several factors, including the completeness of the information available when the matter was reported. Parallel investigations conducted by police or child welfare agencies can also increase the timelines for matters to be resolved, as the Commissioner’s office typically waits for these other processes to conclude before finalizing matters.

No Further Action

The Act permits the Commissioner to take no further action for specific reasons during the preliminary review stage or after an investigation. In the current reporting period, a total of 17 matters were dismissed without taking further action. In some matters, the Commissioner gave multiple reasons for taking no further action. The following is a summary of the **primary** reasons the Commissioner gave for taking no further action:

- Five were not within the jurisdiction of the Commissioner or a panel, including four matters involving individuals who were not certified teachers.
- Eight had no reasonable prospect the complaint or report would result in an adverse finding by a panel, as the matters generally did not rise to a level the Commissioner considered misconduct.
- Four were generally motivated by an improper purpose and, in some respects, an abuse of process, including instances where a family or domestic dispute was involved.

Disciplinary Outcomes

Six CRAs were reached with teachers in 2025/26. No CRAs were finalized in 2024/25. The disciplinary outcomes resulting from the six CRAs were limitations and conditions placed on teaching certificates in five matters and the cancellation of one teaching certificate.

Limitations or conditions on a certificate may include restrictions on the grade levels one is entitled to teach, or requirements to complete training or remedial courses in areas such as conflict resolution and anger management, or any other measure considered appropriate to address the findings of misconduct or incompetence.



Misconduct Categories

The following table shows the categories of misconduct reflected only in finalized CRAs. These numbers are not reflective of matters that were still in progress as of March 31, 2026.

These categories reflect the facts established by the Commissioner and may differ from the description of behaviour in initial allegations or concerns reported by employers and the public. The number of categories is higher than the number of CRA cases, as findings may fall into more than one category of misconduct.

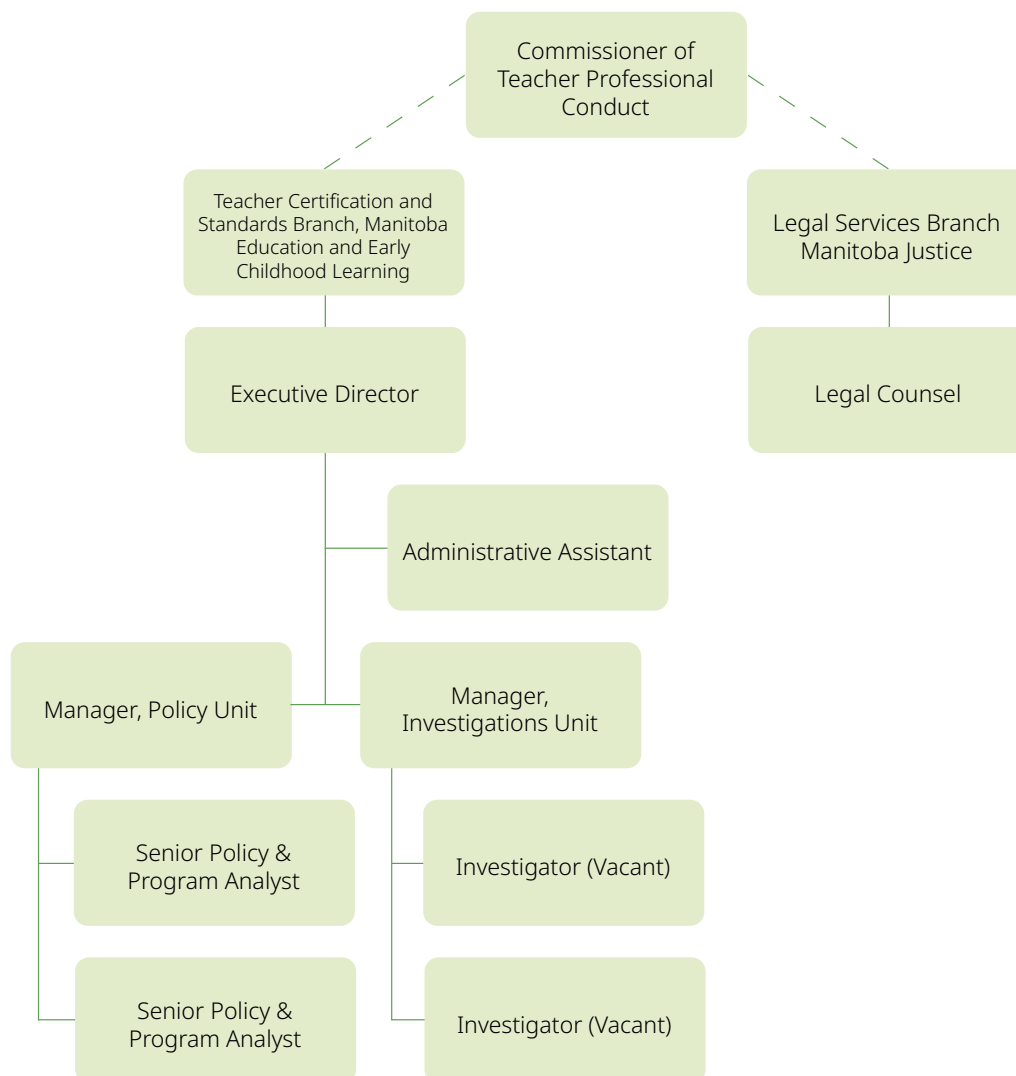
The examples below provide general examples of the types of misconduct findings made by the Commissioner and are not complete descriptions of each case.

Misconduct Category	General Examples (including, but not limited to)	Number of Occurrences
Technology-facilitated boundary violation	Contacting a student on social media	1
In-person boundary violation	Coordinating a meet-up with a student outside of school	1
Providing minors with controlled substances	- Providing alcohol to a minor student - Providing cannabis to a minor student	1
Sexual abuse or misconduct concerning a student	- Inappropriate physical touching - Messages or conversations of a sexual nature	0
Physical harm to students	- Slapping a student's hand - Inappropriate use of force on a student	2
Emotional Harm to Students	- Yelling at students - Mocking students	4
Failure to provide an inclusive learning environment	- Targeted offensive comments - Dismissing or disregarding individual student needs	1
Inappropriate behaviour before the class	- Mocking students in front of the class - Inappropriate use of force in front of the class	3

Commissioner's Office – Administrative Support Functions

The Teacher Certification and Standards Branch is responsible for providing the administrative support necessary for the Commissioner to carry out their mandate under The Education Administration Act. The Act provides the Commissioner with the authority to delegate administrative aspects of their statutory responsibility to staff within the branch.

The Commissioner is also supported by Manitoba Justice legal counsel.



Note: As of June 1, 2026, both investigator positions have been filled.

Hearing Panel Members

Manitoba's teacher conduct framework relies on a panel of teachers, representatives of teacher employers nominated by the Manitoba School Boards Association, and members of the public to conduct hearings, make findings, and issue disciplinary orders. Panel members attended professional development sessions offered by the Manitoba Council of Administrative Tribunals, including decision-writing workshops, and they received training on hearing procedures and conflict of interest.

As of March 31, 2026, the hearing panel included the following members:

Vinh Huynh

(The Manitoba Teachers' Society representative) is the former principal of Gordon Bell High School and has worked in the Winnipeg School Division for 32 years. He has received numerous awards, including the Queen Elizabeth II Diamond Jubilee Award and the MSBA 2019 Presidents' Council Award. Mr. Huynh received his Master of Arts in leadership from Trinity Western University in 2001 and received his Bachelor of Education from the University of Manitoba in 1993. He is currently the Interim Executive Director of the Community Education Development Association.

Jesse Thomaschewski

(The Manitoba Teachers' Society representative) is the principal at St. Francois Xavier School. Previously, he held various vice-principal and guidance counsellor positions at Elm Creek School, St. Laurent School, Carman Collegiate, Roland School, and Hutterian Colony School. Mr. Thomaschewski is the president of Manitoba Educators for Inclusion. He has also served as the equity social justice chair for the Prairie Rose School Division. Mr. Thomaschewski has a Master of Education from Brandon University, a Post Baccalaureate Diploma in education, a Bachelor of Education, and a Bachelor of Arts from the University of Winnipeg.

Kevin Sterner

(Independent Schools representative) is a teacher and the interim principal at St. Paul's High School. He served as a member of the test development committee for the Province of Manitoba. Mr. Sterner has a Bachelor of Education, a Bachelor of Science, and a Certificate of Religious Education from the University of Manitoba.

Morgan Whiteway

(Manitoba School Boards Association representative) is the senior director of labour relations and human resources for the Manitoba School Boards Association (MSBA). Previously, he served as the labour relations and human resources consultant for the same organization. Mr. Whiteway is an employer representative on the Manitoba Labour Board, as well as an MSBA representative on the Certificate Review Committee. He has previously been a board member and past co-chair for a volunteer committee for Ducks Unlimited Canada. He has also served as a board member and chair of

the personnel committee for the Manitoba Community Services Council, as well as a former board member for the Lake of the Woods District Property Owners Association. Mr. Whiteway has a Bachelor of Commerce (Honours) from the University of Manitoba.

Charles Cochrane

(Manitoba School Boards Association representative) is the executive director of the Manitoba First Nations Education Resource Centre. He served on the Aboriginal Education Advisory Committee at Red River College Polytechnic, as well as on the Aboriginal Self-Government Joint Program Partnership Board with Red River College Polytechnic and the University of Winnipeg. Mr. Cochrane has a Master of Arts in education (leadership and management) from Royal Roads University, a Master Certificate in Project Management from the University of Winnipeg, and a Bachelor of Education from Brandon University.

Elizabeth Mitchell

(Manitoba School Boards Association representative) is the senior labour relations consultant for the Manitoba School Boards Association and serves as the lead spokesperson for provincial teacher collective bargaining. She holds a Bachelor of Arts from the University of Winnipeg and a Juris Doctor from the University of Manitoba. Prior to joining the Manitoba School Boards Association, she practised labour and employment law at Taylor McCaffrey LLP. Ms. Mitchell has also served as a member of the board of the Manitoba Theatre for Young People, including on the human resources and governance committees.

Alison Bourrier

(Manitoba School Boards Association representative) is a labour relations consultant for the Manitoba School Boards Association. Prior to that, she was employed in various progressive roles in labour relations and human resources with the Winnipeg Regional Health Authority and Shared Health Manitoba. Ms. Bourrier is a chartered professional in human resources (CPHR), with 25 years of experience in labour relations and human resource management, and she represents school divisions throughout Manitoba as lead spokesperson during collective bargaining, interest arbitrations, and other labour relations and human resource matters. She currently sits on the board of the Residential Tenancies Commission. Ms. Bourrier's post-secondary education includes human resources and management.

Gavin Bruce Strang

(public representative) is a professor in the Department of History at Brandon University. During his time at Brandon University, Dr. Strang has also served as the Dean of Arts, acting Dean of Graduate Studies, acting Associate Vice-President (Research), as well as chair of the business administration and philosophy departments. He is a member of the board of directors of the Alternative Dispute Resolution Institute of Manitoba, former president of the Brandon University Faculty Association, and has been appointed as acting Chair of the Manitoba Municipal Board. Dr. Strang has a Doctor of Philosophy in history from McMaster University, a Master of Arts in history from McMaster University, and a Bachelor of Arts (Honours) in history from the University of Winnipeg. He is also a fellow of the Royal Historical Society.

Raven-Dominique Gobeil

(public representative) is an associate at Fox LLP, working primarily for First Nation governments. Ms. Gobeil has over seven years of experience working in child welfare. She serves on the Indigenous Category Application Review Committee and Truth and Reconciliation Action Team Committee at the Faculty of Law, University of Manitoba. In 2026, she received the Access to Justice Award from the Manitoba Bar Association and the Emerging Leader Award from the Faculty of Law, University of Manitoba. Ms. Gobeil has a Juris Doctor and a Bachelor of Arts from the University of Manitoba and completed the Legal Studies for Native People program from the University of Saskatchewan.

Erin Bockstael

(public representative) is the coordinator of education and public programming at Le Musée de Saint-Boniface Museum. Ms. Bockstael was a founding member and secretary of *Parents contre le racism* and served for 10 years as a member of parent councils in the Division scolaire franco-manitobaine. She has a Master of Adult Education from St. Francis Xavier University, a Certificate in Human Resources Management from Red River College Polytechnic, a Bachelor of Science in Agriculture, and a Bachelor of Arts from the University of Manitoba.

Gord Schumacher

(public representative) is the former (retired) Executive Director of the Manitoba Association of Chiefs of Police. Previously, he served as the Executive Director of criminal property forfeiture for the Province of Manitoba, a senior legal counsel position specializing in combatting organized crime and money laundering, and held various senior and executive roles with the Winnipeg Police Service. Mr. Schumacher is a member of the Canadian Association of Chiefs of Police, Manitoba Association of Chiefs of Police, and has held various board positions within each organization. His long career in justice includes serving on various international, national, and provincial boards and committees, such as the Law Society of Manitoba, Europol Financial Intelligence, and the Canadian Association of Chiefs of Police Organized Crime and Law Amendments Committee. Mr. Schumacher began his undergraduate degree at the University of Manitoba and has a Juris Doctor from Queen's University.

