



Office of the Director

Jim McCuaig Education Centre
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ANNUAL BOARD MEETING

**Tuesday, December 6, 2011
Jim McCuaig Education Centre
6:00 p.m.**

Catherine Siemieniuk
Director of Education

AGENDA

- | | | | |
|-----|--|--------------------------|-------|
| 1. | Call to Order | | |
| 2. | Election of Chair of the Board | Director | |
| 3. | Election of Vice Chair of the Board | Chair | |
| 4. | Election of a Member and Alternate of the Coordinating Committee | Chair | |
| 5. | Aboriginal Education Advisory Committee Annual Report (004-12) | S. Tardif/
S. Pharand | 1-5 |
| 6. | Annual Report to the Lakehead District School Board on Public Library Activities 2011 (003-12) | B. Donnelly | 6-9 |
| 7. | Special Education Advisory Committee (SEAC) Annual Report (005-12) | L. Lukinuk | 10-17 |
| 8. | Parent Involvement Committee Annual Report (007-12) | K. Gallagher | 18-21 |
| 9. | Audit Committee Annual Report (006-12) | D. Massaro | 22-24 |
| 10. | Trustee Appointments to Board Committees – 2012 (002-12) | C. Siemieniuk | 25-26 |
| 11. | Director's Annual Report 2011 (001-12) | C. Siemieniuk | 27-48 |
| 12. | Adjournment | | |

Trustees (Chair and Vice Chair) and presenters of reports will be available for comment after the Board Meeting.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 06
Report No. 004-12

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: ABORIGINAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

1. Background

- 1.1 On June 22, 2004, the Aboriginal Education Advisory Committee Policy 8061 was approved by Lakehead District School Board authorizing the establishment of a committee to make recommendations to the Board on matters relating to the education of Aboriginal students.
- 1.2 The Aboriginal Education Advisory Committee (AEAC) has been active since November 2004. The Co-Chairs for this past year have been Dolores Wawia and Sherri-Lynne Pharand.
- 1.3 The Aboriginal Education Advisory Committee held seven meetings this year.
- 1.4 The Aboriginal Education Advisory Committee is required to report to the Board on its activities. Minutes of meetings are included on Board agendas.

2. Situation

- 2.1 The Aboriginal Education Advisory Committee is comprised of a group of individuals from diverse backgrounds.
- 2.2 The cultural spirit of this unique committee is reflected in the integration of Aboriginal protocols such as opening and closing exercises by an Aboriginal Elder and a Métis Senator.
- 2.3 The 2011-2012 meeting schedule was approved at the May 19, 2011 meeting.

2.4 The Aboriginal Education Advisory Committee is presently comprised of:

NAME	AFFILIATION
MEMBERS:	
BEARDY, Kathy	Community/Agency
CROMARTY, Elliott	Community/Agency
DESMOULINS, Leisa	Parent/Guardian
ESSEX, Serena	Parent/Guardian
FONTAINE, Pauline	Elementary Principal
LAFORME, Lori	Parent/Guardian
LUKINUK, Lori	Trustee
O'MEARA, Sylvia	Parent/Guardian
PHARAND, Sherri-Lynne	Superintendent – Director Designate
SHONIAS, Sara Lee	Student c/o Hammarskjold
TARDIF, Suzanne	Parent/Guardian
WAWIA, Dolores	Co-Chair
WHITE-KOKEZA, Beverley	Parent/Guardian
ALTERNATES:	
CAMPEAU, Jonathon	Alternate Student c/o Superior
DAVIS, Sylvia	Parent/Guardian
DEROY, Audrey	Community/Agency
FRENETTE, Dobi-Dawn	Community/Agency
JOHANSEN, Pat	Trustee
LOWER, Jane	Program
PLAYFORD, Jack	Trustee
RESOURCE:	
AHO, Dawn	Aboriginal Education Resource Teacher
CHAMBERS Ellen	Elementary
EDDY, Suzanne	Secondary Vice Principal
HARDY, Agnes	Elder
HILL, Judy	Executive Secretary
MCKAY, Robert	Senator
TABOR-JOHN, Robin	Program
WALTER-ROWAN, Nicole	Program

2.5 In 2011, four new appointments to the committee were approved by the Lakehead District School Board.

A Chair is elected annually at the December meeting.

2.6 Over the past year, AEAC has been instrumental in providing advice and guidance to the conclusion and sustainability of Lakehead District School Board's Urban Aboriginal Education Project. Members of AEAC and staff who worked on the project travelled to Alliston, Ontario in March to celebrate and present the findings of the project. Former Director of Education, Terry Ellwood, was recognized by the Provincial Steering Committee for his commitment to the success of Aboriginal students.

- 2.7 The following presentations have been shared at the regular meetings for committee feedback:

Topic	Presenter(s)
Final Research Report	Lisa Korteweg
Native Language	Corrine Bannon
Neighbourhood Capacity Building Program	Shelley Knott/Tammy Bobyk
Operational Plan	Cathi Siemieniuk
Analyzing the Impact of Educational Policy on Aboriginal Youth in Northern Ontario	Dr. John Hodson
Physical Education Project	Rachel Mishenene
Healthy Eating Guidelines	Charles Bishop
Assessment & Evaluation Policy	Dave Isherwood
Budget Presentation	Kathy Pozihun
Research Study – UAEP Continuation	Lisa Korteweg
Welcome to High School Video	Bruce Nugent
Dr. John Hodson Update	Dr. John Hodson
Student Achievement Data	Paul Tsekouras/Robin Tabor-John/Nicole Walter-Rowan/Andrea Pugliese
Fees for Learning Materials and Activities Policy	Kirsti Alaksa
Summer Literacy Program	Robin Tabor-John
Strategic Plan Rollout	Cathi Siemieniuk
Feedback from Summer Literacy Program	Robin Tabor-John, Nikki Marks, Shannon Jessiman
Lakehead University Presentation	Brian Stevenson
Circle of Light Presentation	Heather Harris
Superior Model Website	Lori Carson

- 2.8 The Aboriginal Education Advisory Committee provided input to the Board's 2011-2012 Budget.
- 2.9 Lakehead District School Board confirmed financial support to the Aboriginal Education Advisory Committee by providing a working budget for the committee. Ongoing support for many Aboriginal Education priorities was also confirmed by the Lakehead District School Board such as the continuation of the Aboriginal Community Liaison & Partnership Officer and the Aboriginal Education Resource Teacher positions as well as funding to support Native Language and Native Studies courses and for staff professional development.
- 2.10 Native Language and Native Studies courses continue to be offered at all four secondary schools, along with an evening Native Language course being offered through the Lakehead Adult Education Centre. As well, the Native Language pilot is continuing at Algonquin Avenue and Ecole Gron Morgan Public Schools for the 2011-2012 school year. The pilot was expanded to include Grade 6 students.

- 2.11 The Advisory Committee has been instrumental in directing and supporting initiatives in Aboriginal Education such as the delivery of the Mentorship and Transition programs in all secondary schools, the establishment of an Aboriginal Parent/Guardian Advocacy Program, Community Partnerships, Cultural Awareness through Professional Development, Cultural Programming, Aboriginal Role Models, Welcoming School Environments and increasing the Aboriginal presence in our schools.

The priorities identified are aligned with the Committee's three year 2008-2011 work plan.

- 2.12 Outreach is also important to support the transition of First Nation students from Northern Communities to attend high school in Thunder Bay. Both school based and Board level staff have travelled to and communicated with First Nation partner communities to meet and share information with parents, engage in dialogue with future students and plan for supporting students as they begin the next step in their education. School and class visits and presentations, parents' information nights as well as radio broadcasts in the community were held. While there, staff gathered feedback from parents/students about communication/information and engaged in conversations with community leaders regarding tuition agreements and shared goals. A video resource was developed with the support of AEAC for students and families to help them know what to expect when they come to attend high school. More than 300 copies have been distributed.

- 2.13 Role models are important for the success of Aboriginal students. This year, AEAC entered into a partnership with the Neighbourhood Capacity Building Project to develop a series of "Stay In School" posters with local Aboriginal role models. These posters were partially funded by a Parents Reaching Out grant through the Parent Involvement Committee.

David Bouchard, a celebrated Metis author, was hosted to work with families of school students and staff and returned November 29 to December 3, to celebrate literacy with all secondary students. He also presented an evening session for parents.

- 2.14 The position of the Aboriginal Community Liaison & Partnership Officer supports the implementation of Board initiatives and activities in Aboriginal Education. This role primarily focuses on nurturing relationships and creating partnerships with community/First Nations and the Board/schools (K-12) that support Aboriginal student success. Other activities include cultural awareness, connections to Elders/cultural resource people, Aboriginal Role Model Initiative and Aboriginal Parent/Guardian Volunteer Advocacy Program. AEAC would like to thank Carolyn Chukra for her work in this role and wish her continued success in her new position.

- 2.15 The Aboriginal Education Resource Teacher position(s) provide support at elementary and secondary schools through literacy coaching for elementary teachers, support for secondary Native Studies and Native Language teachers and Aboriginal Student Success teachers. The resource teachers have also been instrumental in the development and delivery of Board and school-wide professional development. This professional development has been key in beginning to enable staff to incorporate indigenous knowledge into the Ontario curriculum and to meet the needs of Aboriginal students.

2.16 Provincial/Board Involvement

- 2.16.1 The approved minutes of each Aboriginal Education Advisory Committee meeting are included as an information item for Trustees in Board agendas.
- 2.16.2 The elementary, secondary and program staff resource individuals regularly attend meetings to provide information and receive input from the committee on various initiatives.
- 2.16.3 The Aboriginal Education Advisory Committee website is maintained and its use is encouraged.

3.0 Conclusion

The Aboriginal Education Advisory Committee members are to be commended for the time and commitment they have given to the activities of the Committee. The Committee will continue to act in an advisory role to fulfill its mandate as outlined in Procedures 8061. The Committee extends its thanks to Lakehead District School Board for its support of the committee and Aboriginal Education.

Miigwetch

Respectfully submitted,

DOLORES WAWIA
Co-Chair
Aboriginal Education Advisory Committee

SHERRI-LYNNE PHARAND
Co-Chair, Aboriginal Education Advisory Committee
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 06
Report No. 003-12

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: ANNUAL REPORT TO THE LAKEHEAD DISTRICT SCHOOL BOARD ON PUBLIC
LIBRARY ACTIVITIES 2011

1. Statistical Overview

- 1.1 Overall Uses:
 - Overall uses of your public library for 2010 - 2,941,046
- 1.2 Yearly Circulation Statistics:
 - 2010 = 872,760
- 1.3 Registered Children and Youth Memberships (September 1, 2010 to August 31, 2011):
 - Children (12 and under) = 897*
 - Youth (13 - 17) = 164*
- 1.4 Total Number of Children and Youth Memberships (to August 31, 2011):
 - Children (12 and under) = 11,691*
 - Youth (13 – 17) = 5,458*
- 1.5 Children and Youth Program Attendance:
 - 620 programs
 - 17,022 participants
- 1.6 Average Attendance of Children and Youth Programs:
 - 27.5 per program
- 1.7 In Library and In School Class Visits (September 2010 to June 2011):
 - 39 class visits
 - 1,740 participants

* includes juvenile limit and non-resident members commencing 2010

2. Thunder Bay Public Library and School Boards – Key Strategic Partner

2.1 Class Visits and Transit Program

Our partnership with Thunder Bay Transit was renewed and continues to be a very popular option for schools wishing to bring their classes to the Library at no charge via city bus.

2.2 Readers are Leaders

This program, which matches volunteers with children from Grades 1 to 3 for one-to-one reading practice, continues to be offered during the school year as well as during the summer. This program supports children's literacy skills and has served as a model for Frontier College to develop partnerships with libraries elsewhere in the province. Evaluations from parents have been very positive and there have been many individual stories of success, including newcomers to Thunder Bay or Canada. Royal Bank of Canada and the Friends of the Library support this program financially.

2.3 Forest of Reading Programs

Schools participating in the programs will be able to find the program books at the Library as we make certain that sufficient copies are purchased for the Blue Spruce, Silver Birch, and Red Maple reading programs. We also offer our own reading groups for children who cannot participate through a school program. Participation exposes children to some of the best recent Canadian literature written for their age. Plans are underway in cooperation with the Ontario Library Association to get more schools involved in 2012 when we will bring some of the authors from the program to Thunder Bay for a grand Forest of Reading event.

2.4 Summer Reading Game

The Splash: Enjoy Summer! theme for the 2011 Toronto Dominion Bank's Summer Reading Game was extended through the mermaid, pirates, beach, and lakeshore mini-themes to attract children to continue reading during the summer. Students from Junior Kindergarten through Grade 4 signed up to track their reading throughout the summer and received weekly incentives for their efforts, including a Boston Pizza Kids Meal coupon. The program supports children's reading during the summer when this activity can otherwise slide, and various studies report that participation in a summer reading program is a prime indicator of school success over the following year.

2.5 Aboriginal & First Nations Related Activities

Almost 400 students in junior and senior high school created artwork and submitted it to the Library for our Woodland Arts Contest. Because of the overall quality of the submissions, we not only awarded five prizes, we developed an art show during the summer so that others could see the creativity and skill in these young people's rendering of a moose in this Aboriginal art style. Two of the winners came from Westmount Public School and Superior Collegiate and Vocational Institute. For National Aboriginal Day this year, we debuted a new puppet show at the Library based on Grandfather Teachings. The play is an original, written by an Aboriginal staff member to explain these core concepts to young children.

2.6 Outreach

Staff spoke to parent groups, students, and teachers at various programs in the schools such as Literacy Nights and For the Love of Books workshops. We also participated in the system-wide Kindergarten Information Night at the Valhalla Inn and various Welcome to Kindergarten evenings in elementary and high schools. The Library participated in the Enter The Den contest, run by Thunder Bay Ventures, by providing space for a financial workshop given to participants.

2.7 Virtual Library

We have added and promoted a new primary level database which focuses on space and animals. PebbleGo allows young children to read about various animals, hear their sounds, and view a short video clip of them in action. We have added extensive back-file volumes to the Literature Criticism Online Database. We have also recently incorporated the PCensus database which provides user-friendly access to Census data as well as relevant data on Canadian spending and business trends. We have also been incorporating demonstrations of the databases at class visits to the Library and at Literacy Nights and information sessions at schools.

2.8 Kids' Catalog

The revision and redesign of this picture-based catalog for children to use to find materials was completed. It now reflects the interests and lives of Northern Ontario children, has Aboriginal content and provides easy access to previously difficult-to-find items such as a list of Big Books or bilingual French-English books.

2.9 High School Visits

We visited two high schools: Hammar skjold High School to provide an overview of library resources, effective research skills, and general research strategies to students in Grade 12, and Westgate Collegiate and Vocational Institute to provide a subject specific workshop on research resources and strategies to students in Grade 11.

2.10 Co-op Student Partnerships

We hosted two students on co-op placements at the Library. Superior Collegiate & Vocational Institute student's placement was exclusively in the Children's & Youth Department and Sir Winston Churchill Collegiate and Vocational Institute student's placement was at the Brodie Resource Library to assist with digitizing paper records.

2.11 School E-News

An electronic newsletter is sent out to all schools in the spring and fall of each year to highlight programs, services, and collections that may be of interest to school administrators, Principals, Vice Principals, librarians, library technicians, teachers, and students. The e-news is also printed and multiple copies are sent to schools. The Library's quarterly publication, *@ your library*, is sent to all schools as well.

3. Closing

We thank the staff and members of the Board for their support and willingness to pursue opportunities to enhance our partnerships in order to achieve the best outcomes for the community we serve.

Respectfully submitted,

BRIAN DONNELLY
Lakehead District School Board Representative
on the Thunder Bay Public Library Board

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 06
Report No. 005-12

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) ANNUAL REPORT

1. Background

- 1.1 On January 18, 1983, in accordance with Regulation 464/97 of the Education Act, Lakehead District School Board established the Special Education Advisory Committee to make recommendations to the Board relating to matters affecting the establishment and development of special education programs and services in respect to exceptional students of the Board.
- 1.2 To qualify as a representative, a person must be:
 - A Canadian citizen;
 - The full age of eighteen years;
 - A resident within the jurisdiction of the Board; and
 - A public school elector.
- 1.3 A SEAC Member cannot be an employee of the Board.
- 1.4 The term of office for representatives of associations or organizations coincides with the term of the Board.
- 1.5 SEAC is required to report annually to the Board on its activities.

2. Situation

- 2.1 As the term of office for representatives of associations or organizations coincides with the term of the Board, an advertisement was placed in The Chronicle Journal and The Source for SEAC representatives for the term of Office December 2010 to November 2014. Agencies/Organizations nominated members and alternate members to SEAC.
- 2.2 At the November 2010 SEAC meeting, we said goodbye to Holly Cody of Dilico and Michelle Murdoch-Gibson of Autism Ontario – Thunder Bay and District who did not return as SEAC members.
- 2.3 The current Special Education Advisory Committee has been active since December 2010. At present SEAC does not have a Chair. The Vice Chair is Trustee Lori Lukinuk. The Superintendent responsible for Special Education, Colleen Kappel, acts as secretary and advisor to the Committee.

- 2.4 Annually, a Chair and Vice Chair are elected. Susan Blekkenhorst served as Chair of SEAC from January 2011 to June 2011 and resigned from SEAC prior to the September 21, 2011 SEAC meeting. At present, an Interim Chair has not been elected. The election for Chair and Vice Chair will take place at the December 14, 2011 SEAC meeting.
- 2.5 The Special Education Advisory Committee is presently comprised of nine members (one representative from each of seven associations) and two Trustees. The associations and their representatives are:

Name	Association/Organization
1. Laura Sylvestre Susan Ritch (alternate)	Autism Ontario - Thunder Bay & District Chapter
2. Colleen Valiquette Janyelle Roberts (alternate)	Community Living Thunder Bay
3. Theresa Graham-Horton Terry Skinner (alternate)	Children's Centre of Thunder Bay
4. Miranda Myers David Fulton (alternate)	Fetal Alcohol Support Information Network
5. Mike Otway Heather Conrad (alternate)	VOICE for Hearing Impaired Children
6. Sheila Marcinyshyn Martha Mawakeesic (alternate)	Anishnawbe Mushkiki
7. Tammy Bobyk Carmen Michon (alternate)	Shkoday Abinojiiwak Obimiwedoan Thunder Bay Aboriginal Head Start Neighbourhood Capacity Building Project

The Trustees are: Lori Lukinuk (Vice Chair)
Marg Arnone
Ron Oikonen (alternate)
Pat Johnasen (alternate)

- 2.6 By the end of the 2010-2011 school year, the Special Education Advisory Committee held a total of 10 meetings.

- 2.7 The following presentations were made at the regular meetings – September 2010 – June 2011:

Topic	Presenter(s)
Student Support Leadership Initiative	Lori Carson
Integrated Accessibility Regulation	Robin Cawlishaw
2010-2011 Operational Plan	Catherine Siemieniuk
Assessment and Evaluation Policy	Jeff Upton
Learning For All	Andrea Pugliese
Speech Language Pathologists	Karen Halvorsen Paola Humeniuk Kristine Stubbs
EQAO Results	Robin Tabor-John Paul Tsekouras Andrea Pugliese
Behaviour Management Systems Training	Marie Fontaine
Behaviour Expert Supports	Andrea Pugliese
2011-2012 Budget Process	Kathy Pozihun
FACTER Assessment	Marie Fontaine
Kurzweil	Marie Fontaine
SMART Board Presentation	Eilidh Gerow
Pyramid of Intervention	Andrea Pugliese
Pyramid of Intervention Tier III	Andrea Pugliese
Special Education Plan	Andrea Pugliese
New Draft Fees for Learning Materials & Activities Policy and Procedures	Charles Bishop
Strengths Based Learning	Michelle Probizanski

2.8 Professional Development

SEAC members were again encouraged to participate in workshops and events specifically geared to SEAC members and their roles. Time was also set aside on each agenda to allow members to inform the rest of the group about any workshops/events that their respective associations may be hosting and to promote interest in workshops/events coming up in the community.

The following are some of the workshops/events attended by SEAC members:

- August 31, 2010 - Back to School and Student Rights
- September 9, 2010 - FASD Awareness Day
- September 9, 2010 - FASD Awareness Workshop
- October 4, 2010 - Prelude to Special Education Funding Sector Discussions
- October 14, 2010 - Special Education Funding Sector Discussions
- November 13-14, 2010 – People For Education Conference, Toronto
- January 27, 2011 – Ontario Education Services Corporation (OESC) Equity and Inclusive Education Policy Training
- February 1, 2011 – Phonak Canada Presentation on New Technology
- March 4, 2011 – Equity and Inclusive Education Focus Group Session
- May, 2011 – VOICE Conference
- June 2, 2011 – Summit on Children & Youth Mental Health
- *Creating Safe Spaces* Presentation

SEAC members were engaged in the process of providing information at the Board's JK/SK Registration Night.

2.9 Ad Hoc Committees

During the 2010-2011 school year, SEAC members formed Ad Hoc Committees to address the following:

- Policy Development & Review Policy Input

2.10 Work Plan

A Work Plan was developed outlining objectives, key actions, timelines, and intended results and is attached as Appendix A.

2.11 Advocacy

- An Advocacy Tracking template was developed for use by SEAC members.
- SEAC members have acted as advocates to assist students and their families within our schools.
- At each SEAC meeting, members record their advocacy over the course of the month. During the 2010-2011 School Year, seven members provided advocacy to 27 parents/guardians either by phone, in person, in group participation, or via email.

2.12 Provincial and Board Involvement

- 2.12.1 Susan Blekkenhorst, who is a member of the Minister's Advisory Council on Special Education, shared information with SEAC on a regular basis.
- 2.12.2 Common issues regarding Special Education funding are shared with the Board of Trustees, Minister's office, OPSBA, OPSOA, and the provincial SEAC's.
- 2.12.3 To communicate the role of SEAC to the schools and our community, the following actions were taken:
 - An "Advocacy Memorandum" was updated and sent out to all Principals, Vice Principals, Special Education Teachers and Facilitators for distribution to parents and display in each school.
 - Articles from SEAC members' associations were forwarded to the schools for their monthly newsletters. A copy is also forwarded to Bruce Nugent, Communications Officer and placed in *Lakehead This Week*.
 - The SEAC website was maintained and its use encouraged. The SEAC website is available at the following web link:
<http://www.lakeheadschoools.ca/special/default.aspx?cat=66>
- 2.12.4 Information sharing amongst SEAC representatives and their organizations was ongoing in order to keep updated on the activities and workshops of children with special needs within our community.

2.12.5 SEAC members were informed of the opportunity to present a delegation to the Board regarding the Budget. Susan Blekkenhorst represented SEAC at the Budget Committee deputation meeting on April 5, 2011.

2.12.6 SEAC members participated on various committees when required.

- Shelly Helget Council of School Council Chairs'
- Susan Blekkenhorst
 - Parent Involvement Committee
 - Minister's Advisory Council on Special Education
 - Success Advisory Committee

2.13 Partnerships

As a result of a Parent Involvement Committee (PIC) Funding opportunity, SEAC partnered with the Thunder Bay District Health Unit, the Thunder Bay Catholic District School Board, and the Equity & Inclusive Education Strategy to present Dr. Stuart Shanker's presentation on self-regulation entitled *Making Choices* for parents/guardians, staff and community partners on May 31, 2011 at the Travelodge Hotel Airline. Based on feedback, the presentation was well received by all who attended. As a result of the partnerships and the PIC funding grant, admission was free to the event.

2.14 SEAC Input

On a regular basis, at SEAC meetings, input is requested of members on various topics. During the 2010-2011 school year, input was requested on the following topics:

- Proposed Integrated Accessibility Regulation
- SEAC Memo and Survey provided by the Ministry of Education
- Motion on the Equity and Inclusive Education Policy
- Input to Bruce Nugent on the impact SEAC has on students, families and student success
- Input to the Assessment & Evaluation Policy
- Input to the Ontario College of Teachers' (OCT) review of Special Education Part I, Part II and Specialist AQ Course Guidelines
- Input to the Ontario Human Rights Commission (OHRC) Human Rights and Mental Health Consultation
- Lakehead District School Board Strategic Planning
- Input to new Draft Fees for Learning Materials and Activities Policy

2.15 SEAC Vision Statement

The following SEAC Vision Statement is posted on the SEAC website:

"SEAC members have identified the following as the most valued goal for their children's schooling:

*To nurture the individual child's unique potential;
To allow full development of each child's innate personal integrity;
Love of learning, and creativity."*

3. Areas of focus that SEAC will continue to promote and review are:

- Accessibility Plan
- Attitudinal Barriers
- Communication with community and system
- Equity and Inclusive Education
- Professional development of facilitators, educational assistants, teachers, SEAC members and other staff dealing with children with special needs
- Safe Schools
- Advocacy
- Support of “Fair Start”
- Implementation activities related to programs and services supporting the learning of students with special needs
- Decisions of the current government as it affects children with special needs and all children in the province
- Community workshops and activities geared toward Special Education parents, caregivers, teachers and students
- SEAC link through Special Education on Lakehead Public Schools website
- SEAC Work Plan
- Goals and mandate of SEAC within Lakehead Public Schools
- Provide input to current policies under review

4. Conclusion

SEAC supports the direction that Lakehead District School Board is taking in promoting parental partnerships and involvement.

SEAC acknowledges Lakehead Public Schools for putting students first. The promotion of student success by meeting the unique needs of all learners ensures that each individual can achieve success.

SEAC members are to be commended for the time and commitment they have given to the activities of the Committee.

Respectfully submitted,

LORI LUKINUK
Vice Chair
Special Education Advisory Committee

SEAC 2010 – 2011 Work Plan

Appendix A to Report No. 005-12

MAJOR AREA OF EMPHASIS: Student Success					
SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Create a baseline of advocate use.	Advocates are asked to report the number of advocacy contacts from September – June each year (i.e. call for information, attendance at a meeting). This information will be collected by the Executive Secretary at each SEAC meeting.	September 2010 – June 2011	SEAC Advocates Executive Secretary	<ul style="list-style-type: none"> Analyze Advocacy Efforts at January and September of each year indicating results. Increase Advocacy reporting by members. 	Report record of progress to SEAC in January 2011 and September 2011.

MAJOR AREA OF EMPHASIS: Staff Success					
SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Review SEAC Reference Manual	At SEAC meeting, review the contents of the Reference Manual and suggest additions.	Jan 2011	SEAC Members Executive Secretary	<ul style="list-style-type: none"> Reference Manual will be Reviewed in Jan 2011. 	Reviewed at January 2011 SEAC meeting.
Parent Involvement Committee (PIC) Funding Application	Submit to the PIC a Funding Application to bring in a guest speaker that will provide a topic of interest to parents/guardians	Jan 2011	SEAC Members	<ul style="list-style-type: none"> Parent/Guardian participation in event funded 	Completed, approved and submitted the application in January 2011.

SEAC 2010 – 2011 Work Plan

Appendix A to Report No. 005-12

MAJOR AREA OF EMPHASIS: System Success					
SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Revise IPRC, IEP and Special Education Pamphlets.	Schedule Ad Hoc Committee Meeting(s) to review pamphlets	Ongoing	Special Education Resource Teacher SEAC Members Special Education Officer	<ul style="list-style-type: none"> New pamphlets will be available in the schools September 2011. 	Not complete, still working on pamphlets
SEAC will maintain, with the potential to increase the involvement with policy feedback each year.	<ul style="list-style-type: none"> SEAC will select a minimum of two policies to address: <ol style="list-style-type: none"> Assessment & Evaluation Policy Policy Development & Review Policy A subcommittee will be formed as needed. 	Annually	SEAC Members Superintendent of Education	<ul style="list-style-type: none"> Minimum of two policies are reviewed. Feedback is provided for the identified policies. 	Assessment & Evaluation Policy feedback provided Feedback provided on Policy Development and Review Policy Feedback provided on new Fees for Learning Materials & Activities Policy
Draft Governance Document	<ul style="list-style-type: none"> Ad Hoc Committee to begin drafting document Gather existing documents from other Boards Use PAAC on SEAC Handbook for reference 	September 2012	Chair Superintendent of Education Special Education Officer Executive Secretary	<ul style="list-style-type: none"> Complete by September 2012 	n/a

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 06
Report No. 007-12

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT

1. Background

- 1.1 On December 1, 2005, the Ministry of Education released the Ontario Parent Involvement Policy which outlined the need for the establishment of Board level Parent Involvement Committees (PICs). Lakehead District School Board established its first Parent Involvement Committee in June 2006.
- 1.2 In September 2010, the Ministry of Education adopted Ontario Regulation 330/10 School Councils and Parent Involvement Committees. Each school board is required to establish a Parent Involvement Committee that adheres to the requirements outlined in legislation.
- 1.3 The legislation outlines processes that must be undertaken and timelines. Because Lakehead District School Board had an existing PIC structure, a one year extension was granted to November 2011, to enable existing PICs to rewrite By-Laws and become compliant with legislation.
- 1.4 Until November 14, 2011, the Parent Involvement Committee operated under the Terms of Reference that were established in 2006 and reviewed annually. During the year, a sub-committee was established to write By-Laws that satisfy the legislation. These By-Laws, approved at PIC by consensus, took effect November 15, 2011.

2. Situation

- 2.1 The 2011 Parent Involvement Committee was comprised of the following members:

Member's Name	Group Represented
Beverley White-Kokeza Suzanne Tardif	Aboriginal Education Advisory Committee (AEAC) AEAC Alternate
Gerry Leach	Community Member
Vishnu Kowlessar Sheila Stewart Joanne Waddington Gail Iwanonkiw Jenn Johnson	Council of School Council Chairs (CSCC) Council of School Council Chairs (CSCC) Council of School Council Chairs (CSCC) CSCC Alternate CSCC Alternate
Kelly Gallagher Sharlene Neill-Nugent	Parent/guardian Member at Large Parent/guardian Member at Large
Susan Blekkenhorst Miranda Myers	Special Education Advisory Committee (SEAC) (until June 30, 2011) SEAC (from September 27, 2011)
Jon Kibzey Laurel Moir (Alternate)	Principal representative (until August 31, 2011) Principal representative (from September 1, 2011)
Marg Arnone Pat Johansen George Saarinen	Trustee representative Trustee representative Trustee representative
Catherine Siemieniuk	Director of Education
Kathryn Hantjjs	Executive Assistant

- 2.2 Six meetings have been held this year. The Chair was elected in January and the Vice Chair in February. In addition to the meetings, three events were held.
- 2.3 On January 10, a School Council networking event was held at Sir Winston Churchill Collegiate and Vocational Institute. Attendees participated in a carousel format that included sessions on Healthy Eating Guidelines, Running an Effective School Council Meeting, Understanding PIC and Changes to Come, and Student Success K-12. The event was well received and feedback collected indicated a desire for similar sessions.
- 2.4 On May 30, the Parent Involvement Committee, in cooperation with Council of School Council Chairs and with the support of Ministry funding, hosted speaker Max Valiquette at the Valhalla Inn. The event, *Understanding Youth and Pop Culture in this Big, Connected World*, was intended to provide education and information to parents and all adults about youth, social media and how parents can stay connected with their children, and the ongoing issue of cyber bullying.
- 2.5 On November 7, the *"Making Connections"* School Council networking event was held at Hammarskjold High School. An expo was held that included displays by staff and community partners and an opportunity to sample the new cafeteria menu. Attendees participated in the following break-out sessions: Making Healthy Eating Choices: Implementing the Food & Beverage Policy, Getting & Spending Your PRO Grant, and The Superior Model. The event was well received and feedback was shared at the December 5 meeting.

- 2.6 Regular meetings included opportunities to receive information and to give feedback on topics, such as:
- Policies, including Assessment and Evaluation, Food and Beverage, and Video Surveillance
 - Equity and Diversity plans
 - Police Records Checks
 - Operational Plan
 - 2011-12 Budget
 - Homework Help
 - The Director's Report (an agenda item on all meetings)
- 2.7 The Parent Involvement Committee provided input to the Board's 2011-12 Budget on April 5.
- 2.8 Funding was provided to AEAC and SEAC to support activities for parents. AEAC funding was used to hire a translator to translate three letters to Ojibway and Oji-Cree. SEAC partnered with local organizations and sponsored Dr. Stuart Shanker to speak on May 31.
- 2.9 Support for a communications plan was confirmed and will result in the production of TIP sheets and advertising directed at parent education during the 2011-12 school year, and a resource that will define for parents the roles of PIC, AEAC, and SEAC.
- 2.10 Gerry Leach and Sheila Stewart represented PIC at an Equity and Inclusive Education focus group in March.
- 2.11 The Parent Involvement Committee participated in April Strategic Planning focus groups and was represented at the Strategic Planning session held on June 8 and 9.

3. Provincial Involvement

- 3.1 Beverly White-Kokeza attended the Equity and Inclusive Education Symposium in Toronto in January.
- 3.2 Input was provided to the Parent Engagement office regarding PRO Grants.
- 3.3 Sheila Stewart and Vishnu Kowlessar attended the PIC Symposium in April in Toronto and provided information to the members upon their return.
- 3.4 In November, Vishnu Kowlessar attended the People for Education Conference in Toronto and reported at the December 5 PIC meeting.

4. Conclusion

The Parent Involvement Committee acknowledges the Board for its support of parent involvement.

The Parent Involvement Committee members are to be commended for the time and commitment they have given to the activities of the committee.

The newly appointed Parent Involvement Committee has been operating under the new legislation since November 15, 2011 and held its first meeting on December 5, 2011.

Respectfully submitted,

KELLY GALLAGHER
2011 Chair
Parent Involvement Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 06
Report No. 006-12

TO THE CHAIR AND MEMBERS OF THE
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: AUDIT COMMITTEE ANNUAL REPORT

1. Background

- 1.1 On September 9, 2010, the Ministry of Education enacted Ontario Regulation 361/10 *Audit Committees*, in respect of Audit Committees established by District School Boards in Ontario.
- 1.2 Lakehead District School Board had an Audit Committee in place since 1993 comprised of three Trustees, one alternate Trustee, and three external members.
- 1.3 At the May 24, 2011 Regular Board Meeting, Lakehead District School Board revoked 3025 Audit Committee Terms of Reference Policy and Procedures due to the implementation of Ontario Regulation 361/10 *Audit Committees* legislation.
- 1.4 Regulation 361/10 Section 3.(1) *Audit Committees* dictates the composition of an Audit Committee which is three Board members and two external members. During 2011, the members of the Audit Committee were:
 - Deborah Massaro, Trustee Member, Chair;
 - Karen Wilson, Trustee Member, Vice Chair;
 - Pat Johansen, Trustee Member;
 - Ron Oikonen, Trustee Alternate Member;
 - Sandra Leonetti, External Member; and
 - Deborah Watt, External Member.
- 1.5 Members of the Audit Committee along with representatives from Administration attended a two day Audit Committee Training Session held on February 15-16, 2011. Ministry of Education Officials led the training comprised of eight modules addressing various topics that included:
 - Roles, Responsibilities, Relationships;
 - Assessing Risks and Risk Management;
 - Evaluation of Internal Controls;
 - Understanding the Basic Elements of School Board Financial Statements;
 - External Auditors;
 - Evaluation of the Audit Committee; and
 - Compliance Matters and Other Topics.

2. Meetings of the Audit Committee

2.1 Since January 2011, the Lakehead District School Board Audit Committee held a total of five meetings:

- January 24, 2011
- June 3, 2011
- June 27, 2011
- September 26, 2011
- November 21, 2011

2.2 Members attendance at all meetings held during 2011 has been as follows:

Audit Committee Member	Jan 24	June 3	June 27	Sept 26	Nov 21
D. Massaro	✓	✓	✓	✓	✓
K. Wilson	✓	✓	Regrets	✓	✓
P. Johansen	✓	✓	✓	✓	✓
S. Leonetti	✓	Regrets	✓	✓	✓
D. Watt	Regrets	✓	✓	✓	✓
R. Oikonen (Alternate Trustee Member)		✓	✓		✓

2.3 The following matters were addressed at the Audit Committee Meetings:

2.3.1 January 24, 2011

- Election of Chair and Vice Chair;
- Regional Internal Audit Team Update presented by David Wright, Regional Internal Audit Manager;
- Enrolment Status Report – October 31, 2010;
- Interim Financial Information – December 31, 2010; and
- Northern School Resource Alliance (NSRA) 2009-2010 Financial Statements.

2.3.2 June 3, 2011

- Interim Financial Information – April 30, 2011; and
- Initial Communication on Audit Planning presented by Doug Vanderwey, CA, Partner, Grant Thornton LLP.

2.3.3 June 27, 2011

- Initial Report on Risk Assessment, presented by David Wright, Regional Internal Audit Manager.

2.3.4 September 26, 2011

- Election of Chair and Vice Chair for fiscal year 2011-2012; and
- Five Year Internal Audit Plan, presented by David Wright, Regional Internal Audit Manager.

2.3.5 November 21, 2011

- 2010-2011 Budget Transfers and Contingency Funds;
- 2010-2011 Financial Statement Variance;
- 2010-2011 Audited Financial Statements; and
- Communication of Audit Results.

3. Lakehead District School Board Audit Plan

The Lakehead District School Board Audit Plan for the 2011-2012 year was approved by the Audit Committee at the September 26, 2011 meeting and forwarded to the Board for approval. Lakehead District School Board approved the Audit Plan at the October 25, 2011 Regular Board Meeting.

4. Conclusion

The Audit Committee of Lakehead District School Board will continue to follow legislated requirements that pertain to Audit Committees across the province.

Respectfully submitted,

DEBORAH MASSARO
Chair
Audit Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 06
Report No. 002-12

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: TRUSTEE APPOINTMENTS TO BOARD COMMITTEES – 2012

1. Background

- 1.1 Trustee appointments to Board Committees take place in December of each year.
- 1.2 Trustees meet informally to determine a balanced representation on the Board Committees.
- 1.3 Annual appointments to Board Committees are brought to the Board for approval.

2. Situation

- 2.1 Appointments to Board Committees for 2012 have been determined and are included as Appendix A to Report No. 002-12.
- 2.2 At the November 22, 2011 Trustee Informal Session, Trustees reviewed Ontario Public School Boards' Association (OPSBA) Board of Director and voting delegate's annual term of June to May. Trustees agreed that a recommendation come to the Board to consider revising OPSBA's annual term to coincide with Trustee appointments on Board Committees.

RECOMMENDATION

It is recommended that Lakehead District School Board:

- 1. Revise the annual term of Ontario Public School Boards' Association (OPSBA) Board of Directors and voting delegate to coincide with Trustees' appointments on Board Committees annual term.
- 2. Approve the Trustee Appointments to Board Committees – 2012 as set out in Appendix A to Report No. 002-12.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education



Lakehead Public Schools

LAKEHEAD DISTRICT SCHOOL BOARD OFFICE OF THE DIRECTOR OF EDUCATION

TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2012		Arnone	Johansen	Lukinuk	Massaro	Oikonen	Playford	Saarinen	Wilson
1. STATUTORY COMMITTEE									
1.1	Special Education Advisory Committee (SEAC) (2 Trustees + 2 Alternates)	X	X			A	A		
1.2	Supervised Alternative Learning (SAL) (1 Trustee + 1 Alternate)	A					X		
1.3	Suspension Appeals/Expulsion Committee (3 Trustees + 3 Alternates)	X	A		X	A	X		A
1.4	School Year Calendar (1 Trustee)		X						
1.5	Parent Involvement Committee (1 Trustee + 1 Alternate)	X	A						
1.6	Audit Committee – up to a four year commitment (3 Trustees)				X			X	X
2. COLLECTIVE AGREEMENT									
2.1	Elementary Teacher/Board Committee of Review (1 Trustee)				X				
3. OTHER BOARDS									
3.1	Ontario Public School Boards' Association (OPSBA) Board of Director and voting delegate (1 Trustee + 1 Alternate)				A	X			
4. OTHER COMMITTEES									
4.1	Principal Selection Process (1 Trustee + 1 Alternate)	A			X				
4.2	Aboriginal Education Advisory Committee (1 Trustee + 2 Alternates)			X			A	A	
4.3	OPSBA Awards Selection Committee (3 Trustees)	X	X					X	
4.4	Success Advisory Committee (1 Trustee + 1 Alternate)						A		X
4.5	Board Development Committee (3 Trustees)		X	X			X		
4.6	OPSBA Director Liaison Committee (All Trustees)	X	X	X	X	X	X	X	X
4.7	Student Transportation Services of Thunder Bay (STSTB) (1 Trustee + 1 Alternate)							X	A
5. ELECTED COMMITTEE MEMBERS AT ANNUAL MEETING									
5.1	Coordinating Committee (Chair, Vice Chair + 1 elected Trustee + 1 Alternate)								

* A = Alternate C = Chair VC = Vice Chair

December 2011

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2011 DEC 6
Report No. 001-12

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: DIRECTOR'S ANNUAL REPORT 2011

1. Background

Section 283 (3) of the Education Act states:

"(3) General report of chief executive officer. At the first meeting in December of each year, the chief executive officer of a board shall submit to the board a report in a format approved by the Minister on the action he or she has taken during the preceding 12 months ... a copy of such report shall be submitted to the Minister on or before the 31st day of January next following."

2. Situation

It is customary that the Board receive the report for submission to the Ministry of Education. On July 14, 2011, a memorandum was received from Kevin Costante, Deputy Minister of Education, identifying minimum requirements for the Director's Annual Report. The required information is included in this report.

3. Multi Year Plan

The Strategic and Operational Plans are available on the Lakehead District School Board website.

The Strategic Plan is available at
<http://www.lakeheadschoools.ca/corporate/default.aspx?cat=446>

The Operational Plan is available at
<http://www.lakeheadschoools.ca/corporate/default.aspx?id=925>

4. Enrolment and Demographics

Board Enrolment at October 31, 2011	Head Count	FTE
Elementary	6,269	5,926.0
Secondary	3,833	3,819.65
Total	10,102	9,745.65

Students Enrolled in English As a Second Language	Number of Students
Elementary	45
Secondary	45

Enrolment for Self- Identified First Nation, Métis, and Inuit Students	Number of Students
	1,900

5. Primary Class Sizes

At October 31, 2011, 90.5% of our primary classes contained 20 students or fewer.

6. Early Learning Data

Full-day early learning during Phase 1 of the Early Learning Program was offered at the following schools: Algonquin Avenue, McKellar Park Central, Sherbrooke, Vance Chapman, and Westmount Public Schools.

There are currently 201 students enrolled in the full-day early learning program.

7. EQAO Assessment – Provincial Comparisons

The percentages of Lakehead District School Board students reaching provincial standard (Levels 3 and 4) on each EQAO assessment, as well as the results of each of the previous four years, including for each assessment:

7.1 Lakehead District School Board Results

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	52	59	55	56	63
Writing	53	62	61	63	68
Mathematics	66	68	66	61	67

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	59	63	70	68	72
Writing	52	62	59	62	68
Mathematics	53	59	54	53	49

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	43	32	45	43	46
Academic	66	76	75	83	88
OSSLT	79	78	82	81	83

7.2 Provincial Results

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	62	61	61	62	65
Writing	64	66	68	70	73
Mathematics	69	68	70	71	69

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	64	66	69	72	74
Writing	61	67	67	70	73
Mathematics	59	61	63	61	58

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	35	34	38	40	42
Academic	71	75	77	82	83
OSSLT	84	84	85	84	83

7.3 Highest Board Results among the 60 English Language Boards

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	73	73	75	75	77
Writing	79	79	82	85	89
Mathematics	81	80	84	83	83

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	74	77	79	82	85
Writing	74	79	78	83	84
Mathematics	71	76	76	76	76

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	64	53	67	63	60
Academic	83	88	86	90	92
OSSLT	91	92	92	91	91

7.4 Lowest Board Results among the 60 English Language Boards

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	45	49	41	41	46
Writing	46	44	40	44	46
Mathematics	50	51	46	48	52

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	54	53	53	55	58
Writing	49	52	50	46	55
Mathematics	46	41	47	43	38

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	7	15	23	25	30
Academic	32	50	31	53	60
OSSLT	73	75	72	69	72

8. EQAO Assessment – Gender Comparisons

The percentages of Lakehead District School Board students reaching provincial standard (Levels 3 and 4) on each EQAO assessment, as well as results of the previous four years, including for each assessment:

8.1 Lakehead District School Board Results

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	52	59	55	56	63
Writing	53	62	61	63	68
Mathematics	66	68	66	61	67

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	59	63	70	68	72
Writing	52	62	59	62	68
Mathematics	53	59	54	53	49

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	43	32	45	43	46
Academic	66	76	75	83	88
OSSLT	79	78	82	81	83

8.2 Lakehead District School Board Results for Boys

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	48	55	54	51	56
Writing	42	55	53	56	61
Mathematics	66	68	65	60	67

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	54	54	67	64	66
Writing	38	50	50	54	54
Mathematics	48	57	53	49	46

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	42	36	48	46	49
Academic	69	75	79	86	87
OSSLT	75	73	77	76	78

8.3 Lakehead District School Board Results for Girls

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	58	63	57	61	70
Writing	67	69	70	70	76
Mathematics	67	67	67	63	66

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	63	73	73	72	78
Writing	66	76	68	73	82
Mathematics	57	61	56	57	52

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	45	28	42	38	42
Academic	64	76	70	81	88
OSSLT	83	83	87	86	88

8.4 Lakehead District School Board Results for Students with Special Needs (Excluding Gifted)

Grade 3	06-07	07-08	08-09	09-10	10-11
Reading	9	27	34	23	33

Writing	12	36	45	44	47
Mathematics	38	43	42	29	37

Grade 6	06-07	07-08	08-09	09-10	10-11
Reading	23	25	32	31	38
Writing	12	34	30	25	38
Mathematics	19	23	25	20	19

Grade 9	06-07	07-08	08-09	09-10	10-11
Applied	45	29	34	36	41
Academic	54	80	65	75	75
OSSLT	50	39	53	46	52

8.5 Lakehead District School Board Results for English Language Learners or ALF/PDF Students

There is insufficient data for this section as results are statistically insignificant. Participating students range from 0 to 7 over the past six years.

9. Next Steps: Achieving 75% by 2012

9.1 System based supports will continue in the form of:

- Literacy resource teachers
- Math Resource Teacher (Small and Northern Board Grant)
- Student Work Study Teacher (SWST Grant)
- Intervention in Junior Mathematics (Ministry Grant)
- Tutors in the Classroom /OFIP Tutoring (Ministry Grant)

Supports will focus on:

- Implementing effective teaching strategies for students working through Level 2
- Aligning successful literacy strategies with Mathematics instruction
- Embedding technology in effective daily instruction
- Assisting Principals in planning and implementing Professional Learning Communities (PLCs)
- Planning and facilitating system level professional development

9.2 The Literacy Numeracy Secretariat OLA research study concluded in June 2011. Our Board will continue to implement the Oral Language Assessment (OLA) and strategies to support the development of early literacy skills.

9.3 The Early Primary collaborative Inquiry Project included Grades JK to 2 in some schools. The focus is applying research-based, developmentally appropriate instructional practices focusing on oral language development and emergent curriculum.

9.4 The Developmental Reading Assessment (DRA), running records, reading conferences, and current EQAO data are being used in all elementary schools. Information from all of these assessments is used to plan for classroom instruction as well as intervention strategies.

- 9.5 Balanced literacy, descriptive feedback, success criteria and the development of clear learning goals based on curriculum expectations and student learning needs continues to be the focus for job-embedded professional development for all teachers.
- 9.6 Mathematics will continue to have an increased focus at the junior level with:
- Increased focus in EQAO professional development sessions for all Grades 3 and 6 teachers
 - A full year Mathematics pilot in three targeted schools
 - Collaborative Inquiry in Mathematics (CIL:M) increased from nine to twelve schools
 - Mathematics Resource Teacher providing support to Grades 3 and 6 teachers with focused support in four schools
- 9.7 System Level professional development opportunities have been planned to assist teachers in the effective implementation of Interactive-White Board technology that will engage students and support differentiated instruction at both elementary and secondary schools.
- 9.8 Interactive-White Board technology will be used in Mathematics classrooms to engage students and support differentiated instruction K to 12.
- 9.9 In partnership with the Ontario Principals' Council and the Literacy Numeracy Secretariat, Principals will continue to receive support through Leadership Learning Teams.
- 9.10 Principals and School Improvement Teams will participate in Distributed Leadership Forums to develop capacity and leadership to support Professional Learning communities.
- 9.11 All schools will continue to develop SMART goals and monitor progress toward achieving them with the School Effectiveness Framework (SEF). The School Effectiveness Framework indicators will also be used as a guide for the development of next steps.
- 9.12 The Homework Help Initiative and Blended Learning Projects provide an opportunity for intermediate students to interact with online Mathematics tutorial support and the Ontario Educational Resource Bank (OERB) to improve student engagement and achievement.
- 9.13 The Schools in the Middle initiative, through additional coaching and distributed leadership forums supports the work of school improvement teams in elementary schools where 50% to 74% of the students achieved the Provincial Standard on four of the six 2009 EQAO assessments.

10. Student Success

The table below illustrates the percentage of students who have completed 16 credits as of June 30 of their second year in high school over the past five years. This includes all students at the end of their second year and also includes students taking K courses.

2010-2011	68.2%
2009-2010	64.7%
2008-2009	63.8
2007-2008	65.4
2006-2007	66.9

11. Focused Interventions

Specific K-12 measures have been pursued in the past year to improve outcomes for students with low levels of achievement and for low-performing schools.

- 11.1 All elementary schools are continuing to participate in Distributed Leadership Forums to develop capacity and leadership to support Professional Learning Communities.
- 11.2 Professional Learning Communities will continue in all schools with a focus on data collection and analysis to inform instructional practices that will improve student achievement.
- 11.3 The Student Work Study Teacher (SWST) will partner with teachers in designated schools in order to support students working through Level 2 by determining specific learning needs and next steps for instruction that will increase/improve their learning. SWST observations will be shared at the school and system level to support best instructional practices and increased student achievement.
- 11.4 At-the-elbow coaching is continuing to provide training and support for teachers through modeling, planning, and co-teaching. The coaching model has been aligned with the Student Work Study model in order to provide support directly for students working from Level 2 to Level 3.
- 11.5 Coaches and critical friends are continuing to support teachers through focusing on the instructional core (students/teachers/curriculum-instructional tasks) and the implementation of the gradual release of responsibility model as it relates to literacy instruction and especially to critical thinking skills in literacy instruction.
- 11.6 Schools in the Middle enhancement money provides some schools with additional at-the elbow coaching.
- 11.7 All schools have implemented a pyramid of interventions to address the learning needs of students not achieving at grade level in literacy in all divisions. Good Readers Club, Kurzweil, Learning Profiles, and Differentiated Instruction continue for all elementary grades.

- 11.8 Principals continue to receive support through Leadership Learning Teams in order to monitor successes at the school level, identify specific school needs, and develop plans for improved student achievement in support of Schools in the Middle.
 - 11.9 At the secondary school level, in-school Alternative Education programs focus on credit recovery/rescue, and assist students in developing skills for success.
 - 11.10 Literacy teams at the secondary level continue to receive support to plan cross-curricular initiatives at the school level. Secondary Principals have identified a Literacy Lead in each school and allocated dedicated time for them to support OSSLT preparation, embed cross-curricular literacy practices and work with central support for the 2011-2012 school year. School Literacy Leads continue to sit on the Program Advisory Council (PAC) to have input into the direction of literacy professional development opportunities for school administrators and department Chairs.
 - 11.11 Data gathered last spring on OSSLT readiness is being collected and analyzed centrally, and with the help of school Literacy Leads, result in targeted and specific remedial plans for students identified 'at-risk' of being unsuccessful on the March 2012 OSSLT.
 - 11.12 Support to maintain and expand professional learning groups in Mathematics (7-10) continues to be a program priority. The Secondary Math Coach will support the School Improvement Plan numeracy goals and the work done by Mathematics Leads in our secondary schools.
12. Successful Programs Implemented to Serve Students Unable To Attend Regular School Programs

The following programs have been implemented to serve students unable to attend regular school programs:

12.1 SAM/MISOL (Single Adolescent Mothers/Mothers in Search of Learning)

SAM/MISOL is a program for pregnant teens and mothers under 21 years of age. The program is a partnership between Lakehead District School Board, the Thunder Bay District Social Services Administration Board, and Confederation College. The Thunder Bay District Health Unit coordinates the pre-natal and post-natal program geared to teens. There are a variety of wraparound programs that can be accessed to ensure success for the students as learners and as parents. These programs focus on parenting, nutrition, budgeting and healthy relationships, and on-site day care is provided. Students have access to college counseling programs, YES (Youth Employment Services), Our Kids Count (child rearing and relationships), and Ontario Works.

During the 2010-2011 school year, 95.5 credits were generated by students. Seven of these students obtained their 30 credits and graduated, with four going on to post secondary destinations. This program averaged 41 students.

12.2 College Link

College Link is a program for students between the ages of 17 to 20 who are within ten credits of graduating, are struggling in a regular day school setting and

would benefit from receiving education in a mature student facility. Students have the opportunity to access the secondary school curriculum in both individual and group instruction formats. Students are able to access up to three college credits in a team teaching, dual credit format that they can utilize as advanced standing credits upon acceptance in to a college program. Typically these students attend the program for one full year.

In addition to academics, students have access to Job Connect at the college, for assistance in seeking employment (e.g., resumes, first aid training). They can also access community programming for physical activities at various college facilities.

During the 2010-2011 school year, 71 College Link credits and 57 College Now credits were generated by College Link students, for a total of 128 credits. Fourteen students fulfilled the requirements for their secondary school diploma and graduated with eight students going on to post secondary destinations. This program averaged 34 students.

12.3 Storefront

The Storefront program is for students 17 to 20 years of age that have 16 or more credits, who are struggling in the traditional school setting. The program is based on student need, and features a combination of compulsory credit accumulation and Co-op placements at the Grade 11 and 12 level. Students may enter the program through continuous intake. Students in the program have employment, which is in turn tied to Co-op credits. These students also access YES (Youth Employment Services) and Job Connect for counseling and employment assistance.

During the 2010-2011 school year, 232 credits were generated from an average of 41 students each semester. Twenty-six of those students obtained their 30 credits and graduated. Eleven students continued on to post secondary education after graduation.

12.4 Connections

The Connections program is designed for 16 and 17 year old students. These students need to work on their compulsory Grade 9 and 10 credits. The program encourages learning skills leading to student success. Students in this program will enjoy individual attention and assistance with learning barriers.

During the 2010-2011 school year, 109 credits were generated from an average of 28 students per semester.

12.5 Section 23 Programs and Transition Programs

12.5.1 Although there are a multitude of system interventions at the classroom and school level, there are students who require an alternate setting and strategies so that they can demonstrate success. Lakehead District School Board offers two Transition Programs to support students in Grades 3 to 5 and Grades 6 to 8 who are having difficulty adjusting to the routines and expectations in their home schools. Character education, social skills, and literacy and numeracy are the main focus of these programs. Lakehead District School Board has also partnered with local

mental health agencies to provide intense mental health interventions while at the same time focusing on character education, school social skills, and literacy and numeracy in order to foster student success. All of these programs are meant to be short term placements for students, where the focus on re-integration into their home classroom setting is integral to the program's success.

12.5.2 Thunder Bay Alternative School is a secure facility that offers a number of authentic learning experiences for its students. While the student population is transient, programming is offered in recreation, art, some technology, food and nutrition (including planting, growing, harvesting, and preparation of the food), as well as literacy and numeracy. Course expectations that have been completed by the students are tracked and reported to the students' next school. Great attention is paid to the cultural values of the students, and courses are culturally relevant and significant to the population. During the 2010-2011 school year, the average enrolment per semester was 10 students and 64.25 total credits were earned during the regular school and summer school period.

12.5.3 Short Term Educational Program (STEP) is a program for students who are referred to the adolescent psychiatric ward of the Thunder Bay Regional Health Sciences Centre. At any one time a maximum of eight students from the region have their educational needs met by a Lakehead District School Board teacher. The students are in the facility for a period up to six weeks and they come from the whole region. The students range in age from 8 to 18.

13. Special Education Programming

Lakehead District School Board is focused on improving student learning, well-being and achievement through Special Education programs and services.

Approximately 25 % of all students at Lakehead District School Board access some form of Special Education at some time during their school career. Our goal is to offer the right program at the right time, to make sure each student receives the assistance required to reach his or her goals. Special Education is essentially a three part process:

1. Identifying a student's special needs.
2. Choosing the most appropriate setting to meet the needs.
3. Planning, implementing, and regularly evaluating an individualized program to meet the student's needs.

Special Education programs include those serving students with academic, physical, social, emotional or behavioural needs. We offer programs for elementary, secondary, and adult learners.

Early intervention is a primary focus of Lakehead District School Board. Each school is staffed with a Facilitator (Special Education teacher) who assists classroom teachers with programming for students with special needs. In addition, the Facilitator conducts intensive group literacy blocks for Grade 1 and 2 students referred to as Good Readers' Club in addition to the regular classroom literacy block. At the elementary level, students are identified using reading scores on the Developmental Reading Assessment (DRA) and other classroom assessment data.

Lakehead District School Board promotes the use and integration of assistive technology, such as Kurzweil, Word Q, and SMART technology to help students access the curriculum and individual programming.

Training is provided to students, teachers and support staff to ensure they are able to use assistive devices and programs.

Support is available to all schools from Speech and Language Pathologists who conduct assessments on identified students, deliver direct small group intervention and direct therapy, and provide individual consultations to classroom teachers when needed. In addition, Speech and Language therapists provide small group intervention in Kindergarten classes to schools who are identified as having low Oral Language skills based on Sound Skills Assessment Data and Oral Language Assessment Data (OLA).

Also, we work collaboratively with community partners and agencies to support our students and provide the best programming to meet individual student needs and build student success.

14. Notable Accomplishments in Student, Parent and Community Engagement, and in Student Safety and Health

14.1 Websites

The Lakehead Public Schools website continues to be a major destination for public education information for students, parents, and community members. The website has evolved to meet the varied needs of the intended target audiences. It has played a critical role in the ongoing efforts to communicate the programs and services of the elementary and secondary schools comprising Lakehead District School Board.

A parent/community link was added to the website. By following the link, visitors to the website are able to access a number of sites that are of interest to parents and guardians.

14.2 Social Media

Lakehead District School Board has entered into the social media world through Twitter. @LakeheadSchools provides an opportunity to point followers to current information on the Lakehead Public Schools website and to promote current school and board events.

Further opportunities to use social media to communicate with our target audiences will continue to be investigated.

14.3 Lakehead District School Board Staff Outreach

Lakehead District School Board Education Centre staff is continuing to reach out to the community through a civics project. Staff have participated in a number of charitable activities such volunteering at the 2011 Special Olympics Ontario Winter Games held in Thunder Bay, sorting non-perishable food for the Christmas Cheer food hampers, planning, cooking and serving meals at the Thunder Bay Shelter House.

14.4 Celebrate Every Achievement

The second “Celebrate Every Achievement” campaign was launched in September. The campaign is designed to celebrate the achievements of students and the contribution made by staff. The Celebrate Every Achievement campaign highlights the achievements of Lakehead District School Board elementary, secondary, and adult education students. The campaign also highlights the critical contributions made by all employment sectors of Lakehead District School Board in the success and achievement of students. The campaign consisted of newspaper and bus shelter advertising. “Celebrate Every Achievement” continues to be featured on the Lakehead Public Schools website.

14.5 Media Relations

The activities and accomplishments of Lakehead District School Board students are widely shared with the community through our local media. Media relations is an integral component of all communications plans that have been developed at the Board and school level.

14.6 Student Strength Initiative and Restorative Practices

14.6.1 The Strengths in Motion project at McKellar Park Central Public School has changed the conversation administrators, teachers, and all staff have with each other, and has even changed the conversation students have with each other, and some of the conversations between parents/guardians and their children. Instead of deficit based conversations about what is wrong with students, children, or peers, the conversations are asset based, informed by a strength based inventory that identifies students’ strengths, and enhanced upon by staff, peers, and parents/guardians, based on observation.

When issues or situations are dealt with from an asset based perspective, the outcome is more positive, people feel better about themselves; relationships are enhanced, repaired and rebuilt.

14.6.2 Restorative Practices is an effective anti-bullying strategy. Restorative Practices “seeks to develop good relationships and restore a sense of community in an increasingly disconnected world” (Costello, Wachtel and Wachtel, p.7, 2009). Restorative Practices was initially implemented at McKellar Park Central Public School and was expanded to the intermediate grades in the Sir Winston Churchill CVI Family of Schools.

Staff members were trained in two workshops: Introduction to Restorative Practices and Using Circles in the Classroom. The training allowed staff members to change the conversations they had with students on a daily basis and to remain more positive with students.

School communities became better places where students felt better about themselves, were more aware of their strengths, behaved better, were more engaged, and demonstrated more commitment to the school community. Teachers felt more empowered and were better able to manage situations that arose within their classrooms. Suspensions within the school decreased, in some cases significantly, implying a positive impact on the overall school community.

14.6.3 Lakehead District School Board continues to expand Strength-based Approach and Restorative Practices training to other schools. As part of the Student Support Leadership Initiative, Strength-based Approach workshops are also presented to community partners so that a consistent language and approach is used to facilitate student success in a number of alternative programs.

14.7 Natural Helpers

Funding was provided to support the Natural Helpers Program in all secondary schools. The Natural Helpers program is a peers helping peers program based on the premise that students go to their friends for help and advice with problems. "Peer helpers" attend a two-day training retreat to develop their problem solving, identification and referral skills. Natural Helpers then apply their skills when helping their friends with problems through existing informal peer helping networks in their schools.

14.8 Roots of Empathy

Roots of Empathy is an evidence-based program that is offered in the majority of our elementary schools. This program is aimed at reducing levels of aggression among students and increasing empathy and social/emotional well being. A trained Roots of Empathy volunteer visits the class throughout the year with a neighbourhood parent and baby. "Through this model of experiential learning, the baby is the "Teacher" and a catalyst, helping children identify and reflect on their own feelings and the feelings of others." (Roots of Empathy: From Research to Recognition, www.rootsofempathy.org)

14.9 Summer Literacy Program

Research tells us that an interruption in reading, especially over a long summer break, is detrimental to long term student achievement. The Summer Literacy Camp continues to demonstrate its success as a high yield strategy that supports the learning and achievement of our primary students. The Summer Literacy learning program which was supported by a grant through the Ministry of Education was based at Sherbrooke Public School and included 13 students from both Sherbrooke and Agnew H. Johnston Public Schools. Rich literacy activities were developed from authentic experiences students participated in within the community. The learning was complemented by daily physical activity and students were also engaged in preparing healthy snacks and lunches. Daily communication with parents provided teachers with opportunities to celebrate students and share effective strategies that could be used at home. Data collected by teachers showed significant, positive impact on student learning. Partnering the Summer Literacy Program with Lakehead University resulted in the

joint commitment to developing the Access Fund - an innovative new program which allows all students who are enrolled to receive a deposit in a tuition bank account set up for each of them when they are ready to attend university.

15. Embracing Equity, Inclusion and Parent Engagement

In 2011, the Board's Equity and Inclusion Working Committee continued to make progress with the mission of developing awareness, understanding, and acceptance of our differences while building an inclusive culture based on the Board's values of Acceptance, Empathy, Integrity, Respect and Responsibility.

15.1 Fourth Annual Youth Embracing Diversity in Education (YEDE) Conference

Students from Grades 7 to 12, representing all Lakehead Public Schools, gathered for the full day conference to learn how to make a difference by becoming ambassadors for Equity and Inclusion within their schools and working towards ending bullying.

Students and adult participants were divided into teams named for the five Lakehead District School Board values of Integrity, Acceptance, Empathy, Respect, and Responsibility. The teams attended the following Equity themed workshops:

- Anti-homophobia
- Multi-cultural Pride and Racism
- Poverty
- Disabilities

The topics selected were based on student voice surveys that were completed at the previous year's YEDE conference.

15.2 Equity and Inclusive Education

Equity and Inclusion Working Committee members hosted two planning sessions with Gay Straight Alliance (GSA) staff facilitators and students. These meetings provided a foundation for schools to develop student leadership opportunities through a variety of initiatives such as Pride Week activities, International Day against Homophobia recognition events, as well as Pink day against bullying.

Lakehead District School Board was represented on the Sexual and Gender Equity Committee, which is a partnership between the Thunder Bay District Health Unit, Lakehead District School Board, and a number of community organizations that work together to provide resources and support with respect to the Lesbian, Gay, Bisexual, Transgender and Queer community.

Ten Lakehead District School Board staff members representing a variety of employee groups were trained to provide two unique workshops on anti-homophobia and anti-bullying. Training sessions on the first workshop were provided for all teaching staff. This introductory session provided staff members with tools and strategies for inclusive education practices. During these sessions a link was made between homophobia and other areas of oppression.

Lakehead District School Board continued to participate as a member of the Accessible Thunder Bay Committee, which is committed to ensuring that all

members of our community have access to goods and services. The annual Diversity calendar was posted on the Board website, indicating important recognition dates and date descriptions. In addition, a document listing major faiths/creeds and a brief description of the beliefs held by those groups is posted on the website. This information is published weekly for staff members to view.

As the lead board in the region for the Equity and Inclusive Education Strategy, regular teleconferences were held with representatives from each of the regional boards and a representative from the local Ministry's regional office and from the Equity Department in Toronto, to discuss various initiatives related to Equity and Inclusion and share best practices.

An Equity and Inclusive Education focus group was held with parents, staff and students which provided information on the Equity and Inclusive Education Strategy and Human Rights. Feedback gathered was used to develop equity action plans for future years.

Lakehead District School Board hosted a regional workshop in partnership with The Ontario Human Rights Commission. This session provided education staff members throughout the region with information regarding the link between the Ontario Human Rights Code and the Ministry Equity and Inclusive Education Strategy as well as specific information related to inclusive design and accommodation for staff and students to help facilitate positive change.

15.3 School Climate Surveys

A committee was established to review the School Climate Surveys provided from the Ministry of Education. These surveys were adapted to meet the needs of Lakehead District School Board and to provide accessible data. All schools are completing the School Climate Surveys. Data will help inform school improvement planning.

15.4 Parent Involvement Committee (PIC)

Over the past year, the Parent Involvement Committee has been extremely active in fulfilling their mandate of engaging parents in their child's education. Three Parent Involvement Committee sponsored events provided numerous learning opportunities for parents.

In January, parents attended a School Council networking event at Sir Winston Churchill Collegiate and Vocational Institute. The attendees had the opportunity to attend the following presentations:

- Running an Effective School Council Meeting
- Healthy Eating Guidelines
- Understanding PIC and Changes to Come
- Student Success K to 12

Renowned expert on youth and pop culture, Max Valiquette, provided a presentation to parents, staff, and community representatives in May. Attendees were provided with information on Canadian youth - who they are, what they need, what they want, and how they work. The presentation addressed social media and the ongoing issue of cyber bullying.

In November, a networking event held at Hammarskjold High School provided representatives and school administrators with an opportunity to network during an expo prior to formal presentations on the following topics:

- Making Healthy Choices: Implementing the Food & Beverage Policy
- Getting & Spending Your PRO Grant
- Superior Model (see 15.5 below)

The Parent Involvement Committee will continue to sponsor and facilitate events that will promote and increase parental involvement/engagement.

15.5 Superior Model

The Superior Model website, www.superiormodel.ca, was developed and officially launched on September 30 at a ceremony and demonstration at the Thunder Bay District Health Unit. The website was developed by Student Support Leadership partners in Superior Greenstone and Thunder Bay with their data partner, 211 Ontario North.

Superior Model is a portal which promotes and supports the positive behaviour, well-being and mental health of all children and youth in our communities in order to maximize their full potential, success and achievement. Superior Model provides students, parents, staff members and community partners with a wealth of information on a variety of mental health topics and contact information for community agencies and relevant websites.

15.6 Dr. Stuart Shanker Presentation

The Special Education Advisory Committee (SEAC) of Lakehead District School Board coordinated a presentation by Dr. Stuart Shanker. In his presentation, he explored how parents and educators can help children to make positive decisions and correct choices. The presentation was open to parents, guardians, educators, interested community partners and the general public.

16. Ontario First Nations, Métis & Inuit Education Policy Framework

The goal of Aboriginal Education at Lakehead District School Board has been to develop innovative education models and strategies to support First Nation, Métis, and Inuit student achievement and to work to support the implementation of the First Nation, Metis and Inuit Policy Framework. Lakehead District School Board demonstrates a strong commitment to Aboriginal Education.

Cultural Programming

Students of Lakehead District School Board have participated in cultural learning activities such as PowWow's, Fall Harvest, and in-school cultural learning. This opportunity to build positive relationships among schools, community, and families has allowed Aboriginal students to feel proud of their Aboriginal identity.

Each school has also received funding to promote cultural programming and hosted community role models in their schools.

Community partnerships were established with the Neighbourhood Capacity Building Program (NCBP), National Aboriginal Day Committee, and the Community Coalition

Unified for the Protection of Children and Youth (CCUPCY). Cost sharing with these partners has allowed local Elders and cultural resource people in the community to deliver and participate in learning sessions on Aboriginal culture and traditions, native language, and traditional activities.

16.1 Aboriginal Role Models

The intention of the role model program was to have Aboriginal artists, cultural and traditional teachers, and Elders visit schools and classrooms. The key partner for this program was the *Learning through the Arts* team that created an Arts program in elementary schools with Aboriginal artists.

Twelve local Aboriginal artisans continue to work collaboratively with classroom teachers in Grades K to 7 and have facilitated professional development sessions.

16.2 Aboriginal Mentorship

The Aboriginal Mentorship program is offered in all four secondary schools and is integrated into the Native Studies credit courses. The goals of this program are to improve student achievement by empowering Aboriginal youth as they gain interpersonal, leadership, and communication skills, and as they nurture positive community relationships.

Students in the mentoring program have the opportunity to volunteer as mentors for Aboriginal students at an elementary school. In addition, the community has provided learning opportunities through workshops and student/community engagement through participation in various activities and events.

Elementary and secondary students and staff participated in a two day leadership event with David Bouchard, celebrated Metis author, that occurred in schools and in the community. School based mentorship councils that included collaboration with school based and board level staff, community partners and Elders were established. Cross divisional family of school teams were established to plan and facilitate mentorship opportunities and early identification of potential mentors/mentees.

The Aboriginal Mentorship program has created spaces within the school that honour Aboriginal culture and traditions. School, community, and student relations are strengthening, and Aboriginal students are feeling an increased sense of belonging, self-respect, and pride in their heritage.

16.3 Aboriginal Transitions

The Aboriginal Transitions program provides in-school student supports and cultural and community connections for First Nations' students who leave their communities to complete their secondary education in Thunder Bay.

A locally developed credit course entitled Grade 10 Aboriginal Transitions was approved by the Ministry of Education to support students academically during the transition. This course is focused on First Nations culture, as well as the literacy foundational skills that will enable success in other areas of the curriculum. Two high schools are offering this course.

The Transitions program supports students by:

- Welcoming and conducting tours for new students
- Working with the Aboriginal Community Liaison and Partnership Officer to nurture school and community connections and the Aboriginal Education Resource Teacher for support with curriculum
- Coordinating and accompanying students to community events
- Hosting guest speakers
- Liaising with students and their teachers or guidance counselors
- Contacting parents and communicating regularly with school social workers, school guidance counselors, and boarding home parents to discuss student achievement and social issues
- Building public confidence and collaboration with First Nation educators to ease transitions for First Nation students
- Encouraging students to attend classes daily and helping individual students with assignments
- Linking students with social workers or guidance counselors.

Outreach is also important to support the transition of First Nation students from Northern communities to attend high school in Thunder Bay. Both school based and Board level staff have travelled to and communicated with First Nation partner communities to meet and share information with parents, engage in dialogue with future students and plan for supporting students as they begin the next step in their education. School and class visits and presentations, parent information nights as well as radio broadcasts in the community were held. While there, staff gathered feedback from parents and students about communication/information needs and engaged in conversations with community leaders regarding tuition agreements and shared goals. A video resource was developed for students and families to help them know what to expect when they come to attend high school. More than 300 copies have been distributed.

16.4 Family Connections

The Family Connections Program continues to operate at two locations: St. James Public School and McKellar Park Central Public School. Child care, healthy snacks, and transportation were provided. For those parents who did attend, programming was provided in a variety of areas that would help their children be successful in school: literacy; numeracy; how to help with homework; dealing with bullying, drugs and alcohol; and healthy diets.

Through our Adult Education Centre, any parents can stay at the Family Connections program in their child's elementary school and work on credits towards their diploma. To date, there have been three high school graduates out of this program.

The following activities also took place:

- Community kitchens in partnership with the Friendship Centre at St. James Public School
- Baking and craft sessions for parents learning new recipes for healthy eating/snacks and making of a craft that could be done with children
- For the Love of Books – four sessions were held for parents that encouraged them to help their children read

- A guest speaker from the Friendship Centre conducted a session on self-esteem for parents at McKellar Park Central Public School
- U Make the Difference – nine week program facilitated by the Friendship Centre taught parenting skills on interacting with their children during play and ideas for developing communication skills in young children
- Participation in Earth Day PowWow with Anishnawbe Mushkiki.

Resources were essential in providing the support to our participants, such as:

- Crafts – a variety of books related to doing crafts with children and ideas for parents
- Literacy – mini lending library available to parents at both sites
- Numeracy – resources kept on site to help parents assist their children with Math. One-on-one help for parents who struggle with Math also provided.
- Parents as Partners in Education – a series of workshops
- Healthy Food and Nutrition Workshop – created by the Family Connections program
- Family Connections Parent Guide Book – produced by the Family Connections program.

16.5 Elder Supports

Elders engaged students and classroom teachers in traditional teachings, while serving as role models for students in the classroom, creating a welcoming and engaging environment that is accepting for all, developing awareness among teachers of instructional methods through oral communication, and encouraging youth to further engage in school activities.

Local Elders and Senators provided advice to the Aboriginal Education Advisory Committee. They provided opening and closings remarks, were available to give advice, and shared their wisdom about cultural teachings.

An Elders Advisory Committee was established and includes three Elders and one Senator.

School Supports

16.6 Aboriginal Content, Resources and Materials

Numerous books with Aboriginal content and perspective continue to be purchased for all elementary and secondary schools to support the learning experiences of all students. This year, Turtle concepts books for primary grades and some text book resources for secondary schools have been purchased.

A key priority is the continuation of professional development sessions. The Aboriginal Education Resource Teacher and Aboriginal community members provided professional development to enhance teachers' comfort level to infuse the Aboriginal content within the Ontario curriculum.

Staff Supports

16.7 Professional Development

This year, four half day training sessions were conducted for Grade 4 and 8 teachers. At the secondary level, the focus was on Grade 9 and 10 Physical Education which was identified as a difficult credit for Aboriginal students to obtain.

In addition, voluntary professional development sessions were open to teachers and staff.

- Grade 7 teachers were invited to four half day PD sessions on treaty agreements and their connections to the Grade 7 curriculum
- The Native Language teachers participated in the regional Native Language Teacher Conference
- A Teacher Leadership and Learning Partnership (TLLP) focused on helping Aboriginal students who are struggling with literacy skills, many of whom are English Language Learners, improve their literacy skills. Teachers from federally funded schools were invited to join in the professional discussion providing for rich dialogue.
- Through a partnership with ETFO Occasional Teachers, teachers had the opportunity to participate in three professional development sessions that focused on Aboriginal resources and literacy, student engagement, and Aboriginal culture.
- All schools received the second cultural awareness session that supported the Aboriginal Presence in Our Schools Guide by focusing on welcoming environments and the Elder/Senator Protocol.
- Through our NOEL partnerships, training was provided for participating Principals on the NOEL School Planning Process. They were guided through a series of training to support using data supported by research to identify, monitor and track student achievement results and school results. Principals were then required to use this data to link back to their school improvement plans in order to set targets for improvement. Principals were provided the data with a focus on self-ID Aboriginal students. These face to face workshop sessions and teleconference sessions were recorded and are posted on a website available to all NOEL school board staff.
- A team of ten attended the Ministry's bi-annual Circle of Light Conference. Three workshops from Lakehead District School Board were presented at the conference.

Community Supports

16.8 Community

The community continues to be an important partner with Lakehead District School Board in the implementation of opportunities for students in Aboriginal Education. Partnerships with community agencies and groups have allowed Aboriginal students to participate in a wide variety of events such as:

- Annual Fall Harvest, Spirit of Winter and Paint the Town Clean events through Community Coalition Unified for the Protection of Children and Youth (CCUPCY)

- Northwestern Ontario's Aboriginal Youth Achievement and Recognition Awards through various community partners
- Annual First Nation Student Welcome Orientation Event
- Aboriginal Youth Empowerment Program through Thunder Bay Indian Friendship Centre
- Neighbourhood Capacity Building Program at McKellar Park, Westmount, Ecole Gron Morgan, Ogden Community, Sherbrooke, and Algonquin Avenue Public Schools
- School cultural learning days such as National Aboriginal Day (NAD committee) and cultural learning stations (Neighbourhood Capacity Building Program)

Ongoing progress reports and feedback from the Elders Advisory Committee and Aboriginal Education Advisory Committee occurred regularly. Community updates were given to the Aboriginal Interagency Council, Urban Aboriginal Strategy Community Advisory Committee, the Thunder Bay Indian Friendship Centre's family supper night, Community Coalition Unified for the Protection of Youth and Children, Aboriginal Employment Resource Committee, Lakehead University's Aboriginal Advisory Council, and at various schools' parent events.

16.9 Aboriginal Parent/Guardian Advocacy Program

The purpose of Lakehead District School Board's Aboriginal Parent/Guardian Advocacy Program was to assist parents and guardians who may need additional supports to understand education practices, policies, and procedures; to resolve concerns regarding their child/children's needs; to connect with community resources; and to engage in their child/children's education.

Staff members are also able to access volunteers through this program to assist with open houses, student registrations, and translation services.

Currently there are nine volunteers available to assist schools, parents, guardians and community. An orientation manual and training were provided to volunteers to assist them in their roles.

Research

16.10 Provincial Research

The *Urban Aboriginal Education Project Phase 1: Research Study* was published in October 2008. The Ministry of Education commissioned the StonePath Group to review methods, initiatives and practices pertinent to successful urban First Nations, Métis and Inuit education in Canada and other international locales.

The second phase of the research was conducted by Andrea L.K. Johnston of Johnston Research Inc. to consolidate the program results of the three Urban Aboriginal Education Projects in Simcoe County District School Board, Toronto District School Board, and Lakehead District School Board.

The Urban Aboriginal Education Project Research Advisory Committee was established by the Council of Ontario Directors of Education (CODE) and the Aboriginal office of the Ministry of Education to guide and support the provincial research and includes a representative of each participating Board and stakeholders from Aboriginal agencies.

The final draft of this provincial report was released in November 2011.

17. Conclusion

Lakehead District School Board is committed to the success of every student. The programs, initiatives and services outlined in this report are examples of our ongoing commitment to increasing student achievement, reducing gaps in student outcomes, and strengthening confidence in publicly funded education.

RECOMMENDATION

It is recommended that Lakehead District School Board receive the Director's Annual Report 2011.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education