



Office of the Director

Jim McCuaig Education Centre
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ANNUAL BOARD MEETING

**Tuesday, December 1, 2015
Jim McCuaig Education Centre
6:00 p.m. – in the Board Room**

Ian MacRae
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 (005-16) | S. Tardif/
S. Pharand | 1-5 |
| 6. | Special Education Advisory Committee Annual Report (003-16) | L. Sylvestre/
T. Graham | 6-17 |
| 7. | Parent Involvement Committee Annual Report (002-16) | S. Splett | 18-21 |
| 8. | Annual Report to the Lakehead District School Board on Public Library Activities for 2015 (006-16) | P. Johansen | 22-25 |
| 9. | Trustee Appointments to Board Committees – 2016 (004-16) | I. MacRae | 26-27 |
| 10. | Director's Annual Report 2014-2015 (001-16)
- Brochure available at the meeting | I. MacRae
+ Handout | 28 |
| 11. | 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

2015 DEC 01
Report No. 005-16

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 ceremonies by an Aboriginal Elder and a Métis Senator.
- 2.3 The 2015-2016 meeting schedule was approved at the May 14, 2015 meeting.
- 2.4 A Chair is elected annually at the December meeting.

2.5 The Aboriginal Education Advisory Committee is presently comprised of:

NAME	AFFILIATION
MEMBERS:	
ARNONE, Marg	Trustee
BAXTER, Lawrence	Parent/Guardian
BEARDY, Kathy	Community/Agency
CROMARTY, Elliott	Community/Agency
ESSEX, Serena	Parent/Guardian
FIDDLER, Katrina	Student
FONTAINE, Pauline	Elementary Principal
KANUTSKI, Sharon	Parent/Guardian
O'MEARA, Sylvia	Parent/Guardian
PHARAND, Sherri-Lynne	Superintendent – Director Designate
TARDIF, Suzanne	Parent/Guardian
WAWIA, Dolores	Co-Chair
WHITE-KOKEZA, Beverley	Parent/Guardian
ALTERNATES:	
CHAMBERS, Ellen	Trustee
HALIUK, Robin	Parent/Guardian
MORETTIN, Donnalee	Parent/Guardian
SAARINEN, George	Trustee
ZOCCOLE, Fay	Community/Agency
RESOURCE:	
BARRADELL, Brenda	Executive Secretary (January 2015)
FERRAZZO, Cathy	Secondary Vice Principal
FARRELL-MORNEAU, Dr. Amy	Aboriginal Community Liaison Officer
GUILLET, Lynnita-jo (Jo Jo)	Ministry of Education, Aboriginal Education Office, Education Officer
GUTHRIE, Anika	Aboriginal Education Resource Teacher
HILL, Judy	Executive Secretary (September to December 2014)
JUDGE, Mike	President, LETO
MCKAY, Robert	Senator (resigned May 2015)
MERCIER, Isabelle	Elder
PILOT, Jason	Secondary Education Resource Teacher
WALTER ROWAN, Nicole	Program Coordinator

2.6 Two members of the Aboriginal Education Advisory Committee, Katrina Fiddler (Student Representative) and Sharon Kanutski (Parent Representative) received Trustee Recognition Awards from Lakehead District School Board in June.

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

Topic	Presenter(s)
Learning Through the Arts – Cultural Artist and Elder Program	Crystal Nielsen, Diana Lidemark, Elder Felicia Waboose
Collaborative Inquiry	Nicole Walter Rowan, Jo Jo Guillet
Research Study: A Holistic Study of the Biwaase'aa Program	Tammy Bobyk, Dr. John Hodson, Sarah Wright
2015- 2016 Budget Presentation	David Wright
FNMI Collaborative Inquiry	Eric Fredrickson, Jason Pilot
Summer Camps	Donica LeBlanc, Nicole Walter Rowan
Native Language	Chris Laroque
Aboriginal Education Board Report	Dr. Amy Farrell-Morneau
Summer Programs	Nicole Walter Rowan, Anika Guthrie
Strategic Plan	Sherri-Lynne Pharand

- 2.8 The Aboriginal Education Advisory Committee provided input to the Board's 2015-2016 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 Officer and the Aboriginal Education Resource Teacher positions. Funding was also provided to support the Native Language and Native Studies courses, staff professional development and cultural sensitivity training for all staff.
- 2.10 Native Language and Native Studies courses continue to be offered at all four secondary schools. As well, Native Language is continuing at Algonquin Avenue, Armstrong, and Ecole Gron Morgan for the 2015-2016 school year.
- 2.11 The Aboriginal Education Advisory Committee has been instrumental in directing and supporting initiatives in Aboriginal Education such as the Aboriginal Achievement Tutors in each secondary school, the Aboriginal Achievement Facilitators within each secondary school, the continuation of the Aboriginal Parent/Guardian Advocacy Program, community partnerships, cultural awareness through professional development, cultural programming, Aboriginal role models, cultural sensitivity training, surveys to assess the feasibility for additional Native Language classes, Aboriginal student sitting as a member on AEAC, welcoming school environments and increasing Aboriginal presence in our schools.
- The priorities identified are aligned with the Committee's three year 2012- 2015 work plan.
- 2.12 The Aboriginal Education Resource teacher position provides support at elementary and secondary schools through literacy and numeracy coaching for elementary teachers, support for secondary Native Studies/Native Language teachers and Aboriginal Success Facilitator teachers, as well as administrator

support. The resource teachers have also been instrumental in the development and delivery of Board and school-wide professional development. This professional development has been foundational in building capacity to incorporate Indigenous knowledge into the Ontario curriculum, and to meet the needs of First Nation, Métis and Inuit students. The resource teachers are also involved with cultural sensitivity training, New Teacher Induction Program, supporting Early Literacy Development, advice for administrators and teachers, as well as development of culturally responsive resources that reflect the population of our community. The Resource teacher sits as a resource on the Equity and Diversity Committee as well as the Aboriginal Education Advisory Council. Participation and sharing at regional leads meetings further informs practice.

- 2.13 The position of the Aboriginal Community Liaison 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 organizations for programming and support, 'Learning Through The Arts' Elder-in-Residence Program initiative Aboriginal Role Model Initiative, Aboriginal Transitions Committee and Aboriginal Parent/Guardian Volunteer Advocacy Program.
- 2.14 Collaboration with the NAN Education Partnership Program offers Lakehead District School Board the opportunity to hear the collective and individual voices of our service agreement partners, and offers opportunities to work collaboratively with communities and band councils regarding the transition of students into Thunder Bay and Lakehead Public Schools. Visits to service agreement partner communities also help to strengthen these relationships and provide additional opportunity for knowledge and needs sharing. To help support the transitions of students into our Board, booklets were created in partial response to this need: Welcome and Living Well were created and sent to service agreement partner schools which included a section on safety tips and student voice where student strengths and other interests can be gathered. In addition, Welcome to Kindergarten booklets were revised and included tips for parents to support the transition of their children into Kindergarten. In addition, the Collaborative Inquiry projects work to support capacity building in schools for educators, with a focus on supporting Aboriginal learners, included two elementary sites and all four secondary schools. This project has been ongoing for the last two years and involves community voice, administrators, educators and other support staff.
- 2.15 The ongoing community relationships and success for students comes through working alongside community committees including the Community Coalition United for the Protection of Children and Youth (CCUPCY) who work toward annual events such as Fall Harvest and Spirit of Winter, the National Aboriginal Day committee who worked toward the nationally celebrated event on June 21, 2014, the Aboriginal Youth Achievement and Recognition Awards which celebrates Aboriginal student achievements and is held annually in the spring, the City's Anti-Racism Committee who promotes initiatives such as the Respect Campaign, and the Thunder Bay Urban Aboriginal Strategy committee which works toward strengthening supports to Aboriginal peoples in the city.

- 2.16 Board level policies, programs and training: Student Self-ID Policy revised, Staff Self-ID Policy refined and implemented, Leveled Literacy Intervention at the elementary levels, Restorative Justice Training for all staff was completed, Cultural Sensitivity Training for all staff was completed, FNMI Collaborative Inquiry was completed with a goal for continuation and next steps, New Teacher Induction Program, Leadership session, Elders and educators from the region.
- 2.17 Collaboration with community partners and communities continued with community visits, NAN Education Partnership Program, The Blend project for transitional support of Northern community secondary students into urban centres, the Northern Ontario School of Medicine, Confederation College, Lakehead University, Thunder Bay District Health Unit, Ontario Physical Health Education Association, City of Thunder Bay, Thunder Bay Indian Friendship Centre, Thunder Bay Art Gallery curriculum collaboration, and continuation of Elder's Council meetings whose input into our Board goals are impactful of the work we do.
- 2.18 Provincial/Board Involvement
- 2.18.1 The approved minutes of each Aboriginal Education Advisory Committee meeting are included as an information item for Trustees in Board agendas.
- 2.18.2 The elementary, secondary and program staff resource individuals regularly attend meetings to provide information and receive input from the committee on various initiatives.
- 2.18.3 The Aboriginal Education Advisory Committee website is maintained and its use is encouraged.

3. 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

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 01
Report No. 003-16

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 2014 to November 2018. Agencies/Organizations nominated members and alternate members to SEAC.
- 2.2 The current Special Education Advisory Committee has been active since December 2014. The Chair is Laura Sylvestre and the Vice Chair is Theresa Graham.

- 2.3 In 2014-2015, the Special Education Advisory Committee was comprised of the following members:

Name	Association/Organization
1. Sheila Marcinyshyn Martha Mawakeesic (alternate)	Anishnawbe Mushkiki
2. Laura Sylvestre Shauna Murphy Crupi (alternate – to Nov 2014) Cory Koski (alternate from Dec 2014)	Autism Ontario - Thunder Bay & District Chapter
3. Theresa Graham Jane Cuttress (alternate to Nov 2014) Zohreh Dadgostar (alternate from Dec 2014)	Children's Centre of Thunder Bay
4. Michael Lavoie (Resigned March 2015)	Community Living Thunder Bay
5. Jennifer Bean-Anderson	DARES – Diabetes Association Recreation Enrichment & Support
6. Judy Kay David Fulton (alternate)	Fetal Alcohol Support Information Network
7. Renata Dabrowski	Lutheran Community Care Centre
8. Liz Tod	OPTIONS Northwest
9. Kathy Guimond Kelly Hicks (alternate) (Both resigned Jan & June 2015)	Thunder Bay Indian Friendship Centre
10. Mike Otway Heather Conrad (alternate to Nov 2014) Jen Bertoni (alternate from Dec 2014)	VOICE for Hearing Impaired Children
11. Marg Arnone Jack Playford (Alternate)	Trustee
12. Trudy Tuchenhagen Ellen Chambers (Alternate)	Trustee

- 2.4 According to legislation, SEAC meetings occur monthly from September to June during the school year. There are no meetings scheduled during July and August.

- 2.5 The following presentations were made at the regular meetings September 2014-June 2015:

Topic	Presenter(s)
2014-2015 Operational Plan	Colleen Kappel
Learning For All	Lori Carson
Multi-Year Accessibility Plan	Robin Cawlishaw
EQAO Results	Lori Carson Paul Tsekouras Nicole Walter Rowan
SEAC Orientation & SEAC Advocacy Orientation	Lori Carson Colleen Kappel Laura Sylvestre
2015-2016 Budget Presentation	Kirsti Alaksa
Section 23 and Other Program Supports	Colleen Kappel
Autism Ontario & Child and Community Resources	Erin Dunn Laura Sylvestre
Special Needs Strategy	Diane Walker
SEAC Artwork Contest Winners for SEAC Posters & Bookmarks	Leadership Group, Kingsway Park Public School
Special Education Plan Updates	Lori Carson

2.6 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:

- International Fetal Alcohol Spectrum Disorder (FASD) Awareness Day, September 9, 2014;
- Fetal Alcohol Spectrum Disorder (FASD) Workshop, September 9, 2014;
- Autism Ontario – Thunder Bay & District, *Walk With Me*, Autism Awareness Event, October 5, 2014;
- School Council Kick Off, *Digital Engagement*, October 22, 2014 Parent Involvement Committee Event;
- *Celebration of Aboriginal Aids Awareness Week*, December 2, 2014, Anishnawbe Mushkiki;
- Autism Ontario – Thunder Bay & District, *Parade of Lights*, December 6, 2014;
- Kindergarten Registration Evening, February 2, 2015;
- Anishnawbe Mushkiki *Winterfest*, February 21, 2015;
- World Autism Awareness Day, April 2, 2015;
- SEAC Provincial Conference, May 2, 2015;
- Thunder Pride Breakfast, June 8, 2015; and
- National Aboriginal Day, June 21, 2015.

2.7 SEAC Participation and Input

SEAC members were engaged in the process of providing information at the following events:

- Kindergarten Registration Evening, February 2, 2015; and
- SEAC Provincial Conference, May 2, 2015. Laura Sylvestre, Martha Mawakeesic and Colleen Kappel attended the conference that was held in Toronto, Ontario on Saturday, May 2, 2015. Laura Sylvestre and Colleen Kappel also presented at the conference.

2.8 Work Plan

Each school year, a SEAC Work Plan is developed outlining objectives, key actions, timelines, and intended results. Attached, as Appendix A, is the 2014-2015 SEAC Work Plan.

2.9 Advocacy

2.9.1 An Advocacy Memo was distributed to parents/guardians of students with Special Needs in October 2014. Included with the memo is the document, *Advocacy Information for Families*, which is attached as Appendix B.

2.9.2 SEAC members have acted as advocates to assist students and their families within our schools.

2.9.3 At each SEAC meeting, members record their advocacy over the course of the month. From September 2014 to June 2015, five members provided advocacy on 18 occasions to parents/guardians either by phone, in person, in group participation, or via email.

2.9.4 SEAC developed an Advocacy Training Plan. An orientation to advocacy was provided by Laura Sylvestre at the Inaugural SEAC meeting on December 10, 2014. An Advocacy Training Binder/Manual to assist members in their role as advocates was developed and provided to members at the January 21, 2015 SEAC Meeting.

2.9.5 At the February 18, 2015 SEAC meeting, members approved a letter to the Minister of Education and OPSBA in support of correspondence received from Thames Valley District School Board regarding awareness of Fetal Alcohol Spectrum Disorder. On May 25, 2015 a response to the letter was received from The Honourable Liz Sandals, Minister of Education and was discussed at the June 17, 2015 SEAC meeting.

2.10 Provincial and Board Involvement

2.10.1 Common issues regarding Special Education funding are shared with the Board of Trustees, Minister's office, OPSBA, and the provincial SEAC's.

2.10.2 To communicate the role of SEAC to the schools and our community, the following actions were taken:

2.10.2.1 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*.

2.10.2.2 The SEAC website was maintained and its use encouraged. The SEAC website is available at the following web link:

<https://www.lakeheadschoools.ca/special-education-advisory-committee-seac/>

2.10.3 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.

2.10.4 SEAC members were informed of the opportunity to present a delegation to the Board regarding the Budget. Laura Sylvestre and Theresa Graham represented SEAC at the Budget Committee deputation meeting on April 7, 2015.

2.10.5 SEAC received an invitation from OPSBA to provide feedback to the Minister's Advisory Council on Special Education (MACSE). At the May 20, 2015 SEAC meeting, members provided feedback to targeted questions that would be addressed at the June 10-11, 2015 MACSE meeting.

2.10.6 As a follow up to the presentation at the March 25, 2015 SEAC Meeting on the Special Needs Strategy, SEAC members were invited to provide feedback. An online survey link was provided to all members to complete within a specified time frame.

2.10.7 SEAC members participated on committees when required. Laura Sylvestre represents SEAC on the Parent Involvement Committee and the Success Advisory Committee. Mike Otway is the alternate representative on the Parent Involvement Committee.

2.11 Presentations

2.11.1 A SEAC Orientation Event was held on September 17, 2014 at Sir Winston Churchill CVI Library. The event was well received and attended. Included at the evening was an overview of SEAC and the Special Education Programs and Services at Lakehead Public Schools.

2.11.2 As a result of a Parent Involvement Committee (PIC) Funding opportunity, SEAC presented Dr. David Tranter, Mental Health Leader at Lakehead Public Schools who presented *Caring For Your Children, Caring For Yourself*. The event was held at Oliver Road Community Centre and included a panel discussion with representatives from elementary, secondary, administration, social work and parents/guardians. In addition, eight local mental health organizations attended the event and set up tables/displays with information regarding their programs. As a result of the PIC funding grant,

admission was free to the event with a non-perishable food donation to Shelter House Thunder Bay or a coin donation to The Lakehead Learning Foundation.

2.12 SEAC Input

On a regular basis, at SEAC meetings, input is requested of members on various topics. During the 2014-2015 school year, input was requested and provided by SEAC on the following:

- 8074 Student Concussion Management Policy and Procedures; and
- 6010 Emergency Evacuation and School Closure Policy and Procedure.

3. SEAC Posters and Bookmarks

SEAC decided to update their photographic image for promotional materials and held a contest for class artwork/photography with the question: *What does inclusion mean to you?* The winning entry was submitted by the Kingsway Park Public School Leadership Group. The image was used to update the SEAC posters, bookmarks and display panel. The photographic image has also been added to the *Advocacy Information For Families* and *Advocacy Information for SEAC Members* documents. All future SEAC materials will use this updated photographic image.

4. SEAC Vision Statement

During the revisions to the posters and bookmarks, the SEAC Vision Statement was updated and reviewed. At the December 10, 2014 SEAC meeting, the revised vision statement was approved and is posted on the SEAC website:

*'SEAC members value and promote:
Nurturing the individual child's unique potential; and
Allowing full development of each child's innate personal integrity, love of learning, and
creativity.'*

5. 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, student support professionals, 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/guardians, 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; and
- Provide input to current policies under review.

6. Conclusion

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

SEAC acknowledges Lakehead District School Board 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,

THERESA GRAHAM
Vice Chair
Special Education Advisory Committee

LAURA SYLVESTRE
Chair
Special Education Advisory Committee

SEAC 2014-2015 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Orientation Evening	Ad Hoc Committee to plan the event	Sept 17/14	Ad Hoc Committee Chair/Vice Chair Superintendent Spec Ed Officer Executive Secretary	Event is well attended	<ul style="list-style-type: none"> • Ad Hoc Committee Formed. • Event scheduled • Poster created and distributed. • Event well attended and received.

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Complete Advocacy Binders	Binders are provided to all SEAC Advocates	Sept/14 Jan/15	Executive Secretary	Binders are used frequently by SEAC Advocates	<ul style="list-style-type: none"> • Electronic Advocacy Manuals provided to members. • Hard copy manuals to be distributed at the January 21, 2015 SEAC meeting.

SEAC 2014-2015 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Feedback to 3-4 Policies	Choose policies: 1. Emergency Evacuation & School Closure; 2. Safe Schools; 3. Staff Training; 4. Privacy Information Management	As timelines required for individual policies	All members	Provide input to policies	<ul style="list-style-type: none"> • Jun 18/14 SEAC meeting, four policies were chosen to provide feedback on. • Staff Training Policy was addressed at September 15, 2014 SEAC meeting, no input was provided. • Feedback was provided to Student Concussion Management Policy at December 10, 2014 SEAC meeting. • Feedback was provided to Emergency Evacuation & School Closure Policy at April 15, 2015 SEAC meeting. • Safe Schools Policy to June 17/15 SEAC meeting.

SEAC 2014-2015 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Host a Guest Speaker Event	As part of Mental Health Awareness Week host a community Mental Health Information Session with a guest speaker.	April 15/15	All members	Event is well received and attended.	<ul style="list-style-type: none"> • Initial discussion to use \$750 PIC funding to assist with costs took place at Dec 10/14 SEAC meeting. • Discussion on venue and topic took place at Jan 21/15 SEAC meeting. • A plan will be brought forward to the Feb 18/15 SEAC meeting. • Plan was finalized at Mar 25/15 SEAC meeting. • Event held Apr 15/15 after the SEAC meeting.
Increase SEAC Membership	Advertise through the Lakehead Social Planning Council 211 Broadcast email/fax	Ongoing	All	Increased membership	<ul style="list-style-type: none"> • Advertisement sent in Fall 2015 through LSPC 211.

Special Education Advocacy - Families

Lakehead Public Schools

Your Children Our Students The Future

www.lakeheadschoos.ca



Special Education Advisory Committee



Your Children Our Students The Future



Integrity Acceptance Responsibility

Empathy Respect

What is Advocacy?

In essence, advocacy is speaking up for yourself, or acting on behalf of another person. Advocates do not tell people what they should or should not do. Rather, they provide information so that families can make their own choices and decisions and speak up for themselves. Sometimes they may refer clients to other agencies who provide advice.

Advocacy can help families by:

- helping them to clarify their own views and wishes
- helping them to express their views and wishes in a way that ensures they are understood by others
- providing them with all the options so they can make decisions and take their own action
- helping them to get independent advice
- enabling them to negotiate and resolve conflicts

Advocacy Can Be Helpful and Useful

Advocacy is useful in situations in which people feel unable to speak up for themselves because:

- they feel they do not have enough time, energy or information
- they do not know their rights
- they feel no-one will listen to them anyway, or that it will not make any difference
- they do not understand the jargon or language being used
- they feel intimidated by people in authority and do not want to make a fuss

Natural Supports

Natural supports consist of the family and community relationships that families and individuals have in their day to day life. Some examples of natural supports might be grandparents, aunts and uncles, family friends, neighbours or co-workers. Families are encouraged to access their natural support system to act as advocates as they navigate the special education system.

Regulation 181/98

This regulation states that a person who is attending a special education meeting has the right to have a representative present that can speak on behalf of him or her or otherwise support them.

Continued on reverse



Special Education Advocacy

Families

Current SEAC Member Agencies

Anishnawbe Mushkiki

Autism Ontario

DARES - Diabetes Association

Recreation Enrichment and Support

Children's Centre Thunder Bay

**Fetal Alcohol Support
Information Network**

OPTIONS Northwest

**VIEWS - For The Visually Impaired
Thunder Bay Region**

VOICE for Hearing Impaired Children

More Information

www.lakeheadschoools.ca

(807) 625-5126

Confidentiality

Families can feel confident that SEAC advocates will treat them with respect and dignity. All personal information will be treated as confidential.

Models of Advocacy

Models of advocacy vary in the way that the advocacy is provided, and whether the advocate is a paid worker or a volunteer.

Collective Advocacy

SEAC is a collective advocacy group that advises the Board of Education on matters relating to Special Education. This is where a group of service users campaign on their own behalf, or on behalf of others, to resolve an issue that affects them collectively. Collective advocacy is a useful way of representing service users' opinions to a statutory body (for example) in order resolve a local issue and bring about change.

Individual SEAC members have volunteered their services to act as Advocates to parents/guardians of students with special needs.

Self-advocacy

Students are encouraged, where possible, to feel comfortable with and understand their individual learning needs in order to communicate those needs to school staff and ensure that their needs are met. Parents can encourage students to learn about their disability, to understand their own personal learning needs, and to practice speaking up for himself or herself at school. Parents can help students to learn to be assertive while maintaining a respectful attitude.

Parent Advocacy

When students are not ready or are unable to communicate their own needs, for a variety of reasons, parents act on behalf of their children to ensure that their learning needs are being addressed by the school. Parents are encouraged to be active in their child's education, communicating with the school about the day to day challenges and successes that their child encounters. When all parties involved in a student's education have knowledge and understanding of a child's strengths and needs, the best possible educational experience can be achieved. Parents are a valuable source of education for teachers as parents have "expert information" about their child.

Professional Advocacy

Involves a paid worker with specific knowledge of systems and services who supports a number of clients. SEAC does not provide professional advocacy services.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 01
Report No. 002-16

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 requiring each school board to establish a Parent Involvement Committee that adheres to the requirements outlined in legislation.
- 1.3 The Parent Involvement Committee operates under the By-Laws that were established in 2011 and are reviewed bi-annually.
- 1.4 Sec. 50. (1) of Regulation 330/10 requires that *“A parent involvement committee of a board shall annually submit a written summary of the committee’s activities to the Chair of the Board and to the Board’s Director of Education.”*

2. Situation

2.1 The 2014-2015 Parent Involvement Committee was comprised of the following members:

Member's Name	Group Represented
Suzanne Tardif Beverley White-Kokeza	Aboriginal Education Advisory Committee (AEAC) Alternate AEAC Representative
Laura Prodanyk Jesse Roberts	Community Representative Community Representative
Jennifer Davis Danica Gernat Varinder Singh Hayer Susie Splett	School Council Representative School Council Representative School Council Representative School Council Representative
Samantha Conway Julie Hall	Alternate School Council Representative Alternate School Council Representative
Jennifer DeFranceschi Harbinder Singh Hayer Hillary Freeburn Brandy Kirchen	Parent Member Parent Member Alternate Parent Member Alternate Parent Member
Laura Sylvestre Michael Otway	Special Education Advisory Committee (SEAC) Alternate SEAC Representative
David Isherwood Donica LeBlanc	Principal Representative Alternate Principal Representative
Nicole Walter Rowan Jason Pilot	Teacher Representative Alternate Teacher Representative
Marg Arnone Karen Wilson	Trustee Representative Alternate Trustee Representative
Ian MacRae	Director of Education
Kathryn Hantjis Judy Hill Bruce Nugent	Executive Assistant – to January 31, 2015 Executive Assistant – from January 5, 2015 Communications Officer

2.2 Seven meetings were held this year. The Chair was elected in January 2014 and the Vice Chair was elected in March 2015. In addition to PIC meetings, one event was held.

2.3 On October 20, the School Council Orientation Event was held at the Airline Hotel. All School Council members and principals were invited. The evening included networking and discussions in a carousel format about Bring Your Own Device (BYOD), Parent Portal and Social Media Strategy. The event was well attended and feedback was positive overall.

- 2.4 Regular meetings included opportunities to receive information and to give feedback on topics such as:
- 2015-16 Budget;
 - Kindergarten registration night;
 - Mental health well being programs and initiatives for 2014-2015;
 - School Council email network;
 - School year calendar;
 - Social media strategy;
 - Review of PIC By-Laws; and
 - the Director's Report (an item on all agendas).
- 2.5 The Parent Involvement Committee provided input to the Board's 2015-2016 Budget on April 7.
- 2.6 Funding was provided to AEAC and SEAC to support activities for parents.
- SEAC hosted Dr. David Tranter, Mental Health Lead for Lakehead Public Schools, for a presentation on Caring for Your Children, Caring for Yourself. Eight local organizations were represented at the event.
- AEAC funding provided magnets designed and printed for the use of parent outreach in remote communities.
- 2.7 The Parent Involvement Committee continued a communications ad hoc committee to focus on the enhancement of communication strategies and exchange of information with parents and School Councils, including supporting information for school newsletters and School Council Chairs, regular updates to the PIC and School Council sections of the Lakehead Public Schools website and a School Council email network. Parent events and consultation sessions have increased the awareness of the Parent Involvement Committee and its initiatives to support communication with parents and schools.
- 2.8 During the year, Parent Involvement Committee was represented by:
- Laura Sylvestre as PIC representative on the Success Advisory Committee;
 - Jennifer DeFranceschi as PIC representative on the School Year Calendar Committee; and
 - Dave Isherwood as PIC representative at Kindergarten Registration Night.

3. 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 2015-2016 Parent Involvement Committee held its first meeting on November 16, 2015.

Respectfully submitted,

LAURA SYLVESTRE
2014-2015 Vice Chair
Parent Involvement Committee

SUSIE SPLETT
2014-2015 Chair
Parent Involvement Committee

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 01
Report No. 006-16

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 FOR 2015

1. Statistical Overview

Type:	Annual Stats			
	2014	2013	2012	2011
Total Uses	3,294,955	3,229,286	3,309,665	3,199,459
New Registrants - Children* (Sept 1/14 - Aug 31/15)	779	824	703	774
New Registrants - Youth* (Sept 1/14 - Aug 31/15)	103	101	148	131
Total Children's Members*	11,240	10,939	10,593	12,010
Total Youth Members*	6,478	6,763	6,951	5,614
Programs	645	637	664	653
Program Attendance	19,573	19,854	18,923	19,787
Average Program Attendance per Program	30.3	31.2	28.5	30.3
Class Visits to Public Schools	41	43	41	59
Class Visit Participants	1,420	1,849	1,452	2,532

* includes juvenile limit and non-resident members commencing 2009

2. Thunder Bay Public Library and Lakehead District School Board – Key Strategic Partner

2.1 Class Visits

Class visits continue to be a useful service for teachers who bring their students to be introduced to the Library and its resources. Students participate in Library tours, storytelling, puppet shows, and instruction on databases, applying for library cards, research and borrowing materials. In 2014, the Library hosted 23 class visits from Kindergarten to Grade 8 including Agnew H. Johnston, Ecole Gron Morgan, Edgewater Park, Five Mile, Gorham and Ware Community, Hyde Park, Kakabeka Falls District, Kingsway Park, McKellar Park Central, McKenzie, Ogden Community, St. James, Westmount, and Woodcrest Public Schools.

2.2 Outreach

Staff spoke to parent groups, students, and teachers during Literacy Nights and Family Literacy events. The Library participated in the system-wide Kindergarten Information Night at the Valhalla Inn and various Welcome to Kindergarten evenings.

2.3 Growing Character Together Booklists

For teachers looking for classroom resources on the character education themes identified in the curriculum, the Library maintains an online booklist of fiction and non-fiction books for children on the themes of integrity, acceptance, empathy, respect and responsibility. This initiative is accessed through the children's section of our website and is continually updated as new material is received.

2.4 Readers are Leaders

This program matches volunteers from Frontier College and the community with children from Grades 1 to 3 for one-to-one reading practice and was offered during the school year and July and August. Evaluations from parents have been very positive and there have been many individual stories of success, including newcomers to Thunder Bay or Canada. An independent assessment of the summer readers by Scholar's Choice showed that every child in the program either maintained or improved their reading skill. The Friends of the Thunder Bay Public Library supported this program financially.

2.5 Forest of Reading Programs

Schools participating in the programs were able to find the program books at the Library for the Blue Spruce, Silver Birch, and Red Maple reading programs. We 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. Thunder Bay was one of three provincial cities to host the grand Forest of Reading event held in May at the Canadian Lakehead Exhibition grounds. Hundreds of children participated and library staff were on the organizing committee and volunteered in all areas. Children met the authors and illustrators in workshops, in autographing sessions, and in a ceremony which announced the provincial and local winners.

2.6 Early Literacy

The Library continues its early literacy role by offering literacy programs for babies, toddlers, and preschoolers. The focus is on vocabulary development, awareness of rhymes and sounds of language, and reading comprehension by introducing the following series: A Baby and Parent Storytime, Drop in Story Times, Tales for Twos, and Preschool Storytime.

2.7 Summer Reading Game

The theme for the Toronto Dominion Bank's Summer Reading Club was "*Make! Invent! Create!*". Children were encouraged to get active and explore their world. Students from Junior Kindergarten through Grade 4 signed up to track their reading throughout July and August receiving weekly incentives for their efforts, such as a Boston Pizza Kids Meal coupon, a Mario's Bowl coupon, or mini beach balls. Various studies report that participation in a summer reading program is a prime indicator of school success over the following year.

2.8 Aboriginal and First Nations Related Activities

Turtle Island Tales, a monthly storytelling and activity program presented by staff from the Indian Friendship Centre, has become a regular feature at the Library. It offers a unique experience for children from all backgrounds to be able to participate in Aboriginal traditional stories and cultural activities. This year the Library introduced Aboriginal storytelling to a second location by partnering with Blue Sky Lodge staff.

2.9 Parent Involvement Committee

Thunder Bay Public Library's Head of Children's and Youth Services is a Community Representative on Lakehead District School Board's Parent Involvement Committee.

2.10 Research Opportunities at the Library

Multiple Days of Research workshops were held at Hammarskjold High School and Sir Winston Churchill Collegiate and Vocational Institute. The school library demonstrated research methods, in a variety of subject areas, to students and teachers.

2.11 Autism Ontario Transition Program

During the summer, we welcomed students from the Autism Ontario Transition program to the Library for orientation tours and activities. The goal for this new initiative is to help the summer to school year transition easier for students who are autistic.

2.12 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 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, *CONNECT@ your library*, is sent to all schools as well.

2.13 Volunteer Hours at the Library

The Library provided volunteer opportunities for several secondary school students for their 40 hours of community service. Volunteers provided feedback regarding services and resources and planned open programs for teens or children such as a Dr. Who night.

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,

PAT JOHANSEN
Lakehead District School Board Representative
on the Thunder Bay Public Library Board

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 01
Report No. 004-16

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

RE: TRUSTEE APPOINTMENTS TO BOARD COMMITTEES – 2016

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

Appointments to Board committees for 2016 have been determined and are included as Appendix A to Report No. 004-16.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the Trustee Appointments to Board Committees – 2016 as set out in Appendix A to Report No. 004-16.

Respectfully submitted,

IAN MACRAE
Director of Education



**LAKEHEAD DISTRICT SCHOOL BOARD
OFFICE OF THE DIRECTOR OF EDUCATION**

TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2016		Arnone	Chambers	Massaro	Oikonen	Playford	Saarinen	Tuohenhagen	Wilson
1.	STATUTORY COMMITTEE								
1.1	Special Education Advisory Committee (SEAC) (2 Trustees + 2 Alternates)	X			A	A		X	
1.2	Supervised Alternative Learning Committee (SAL) (1 Trustee + 1 Alternate)	A				X			
1.3	Suspension Appeal Hearing/Expulsion Hearing Committee (3 Trustees + 3 Alternates)	X	A	A		X		X	A
1.4	Parent Involvement Committee (1 Trustee + 1 Alternate)	X					A		
1.5	Audit Committee (3 Trustees)	X		X	X				
2.	OTHER BOARDS								
	Ontario Public School Boards' Association (OPSBA) delegate (1 Trustee + 1 Alternate)		A				X		
3.	OTHER COMMITTEES								
3.1	Principal Selection Process Committee (1 Trustee + 1 Alternate)	A		X					
3.2	Aboriginal Education Advisory Committee (1 Trustee + 2 Alternates)		A				X		A
3.3	OPSBA Awards Selection Committee (3 Trustees)		X		X			X	
3.4	Success Advisory Committee (1 Trustee + 1 Alternate)						A		X
3.5	OPSBA Director Liaison Committee (All Trustees)	X	X	X	X	X	X	X	X
3.6	Student Transportation Services of Thunder Bay Committee (STSTB) (1 Trustee + 1 Alternate)			X	A				
3.7	School Year Calendar Committee (1 Trustee)								X
3.8	Equity and Inclusive Education Committee (1 Trustee + 1 Alternate)		A				X		
3.9	Lakehead Public Schools International (1 Trustee + 1 Alternate – two year term) – December 2015	X						A	
4.	ELECTED COMMITTEE MEMBERS AT ANNUAL MEETING								
	Coordinating Committee (Chair, Vice Chair + 1 elected Trustee + 1 Alternate)								

* A = Alternate C = Chair VC = Vice Chair

November 2015

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 01
Report No. 001-16

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

RE: DIRECTOR'S ANNUAL REPORT 2014-2015

1. Background

1.1 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.”

1.2 A memorandum dated February 17, 2012 from Kevin Costante, Deputy Minister, notes that posting the Director's Annual Report to the Board website will satisfy the requirements of the Education Act and the requirement for Directors to report annually on multi-year plans.

2. Situation

It is customary that the Board receive the Director's Annual Report at the Annual or Inaugural meeting.

RECOMMENDATION

It is recommended that Lakehead District School Board receive the Director's Annual Report 2014-2015.

Respectfully submitted,

IAN MACRAE
Director of Education



Lakehead
Public
Schools

Student Achievement and Well-Being Annual Report

Ian MacRae | Director of Education

Mission, Vision, and Values

Leadership Messages

Multi-Year Strategic Plan

About Lakehead Public Schools

Strategic Priorities

Learning

Environment

Engagement

Lakehead District School Board Trustees

2014-2015

Your Children Our Students The Future



www.lakeheadschools.ca



Mission, Vision, and Values

The Lakehead District School Board's mission, vision, and values were developed in collaboration with our valued stakeholders both inside our organization and within the broader community. Our mission, vision, and values shape all of our actions and decisions across the school system.

Our 2013-2015 multi-year strategic plan is a roadmap for achieving our vision, while staying true to our mission and values.

Mission

Lakehead Public Schools is committed to the success of every student.

Vision

Your Children Our Students The Future

Values

**Integrity
Acceptance
Responsibility
Empathy
Respect**

We reflect and celebrate the values of our community.





Learn Play Grow!

Full-time Kindergarten

page | 2



Leadership



Ian MacRae
Director of Education



Jack Playford
Chair

The 2014-15 Director's Annual Report illustrates our organization's actions in support of our shared focus on student achievement and well-being. The past year has been a true journey in many ways. Our mission statement - Lakehead Public Schools is committed to the success of every student - clearly states our destination for this journey. As with every journey, we require a certain direction. Our Strategic Plan, built solidly on the three pillars of Learning, Environment, and Engagement, continues to serve as the journey's roadmap. We are propelled along this journey by the sheer power of so many people and organizations who make a significant impact on the lives of our students.

The outstanding work of several committees focused on student achievement directly benefits our students. The Aboriginal Education Advisory Committee, the Special Education Advisory Committee, and the Parent Involvement Committee are comprised of a number of dedicated parent and community volunteers, who, along with Board and school staff, work diligently to improve learning conditions for students and schools. I sincerely value and appreciate the enthusiastic contributions of these committees.

While this has not been a typical year for labour relations, our staff demonstrated their caring and professionalism at all times. I applaud their daily commitment to the success of our students.

Along with parents and guardians, the Trustees of the Lakehead District School Board are passionate supporters of our students, their achievements, and their well being. I thank the Board of Trustees for their dedication to ensuring that students remain in the forefront of their every decision.

Once more we celebrate the successful ongoing implementation of our strategic plan dedicated to the continuous improvement of all the students who attend Lakehead Public Schools. We offer a wide variety of programs in our schools, from Junior Kindergarten to Adult Education, that suit the individual needs of each and every student in our schools. Equity of opportunity and inclusion are the foundations of our ongoing focus to encourage all of our students to use their unique gifts, and fully realize their potential.

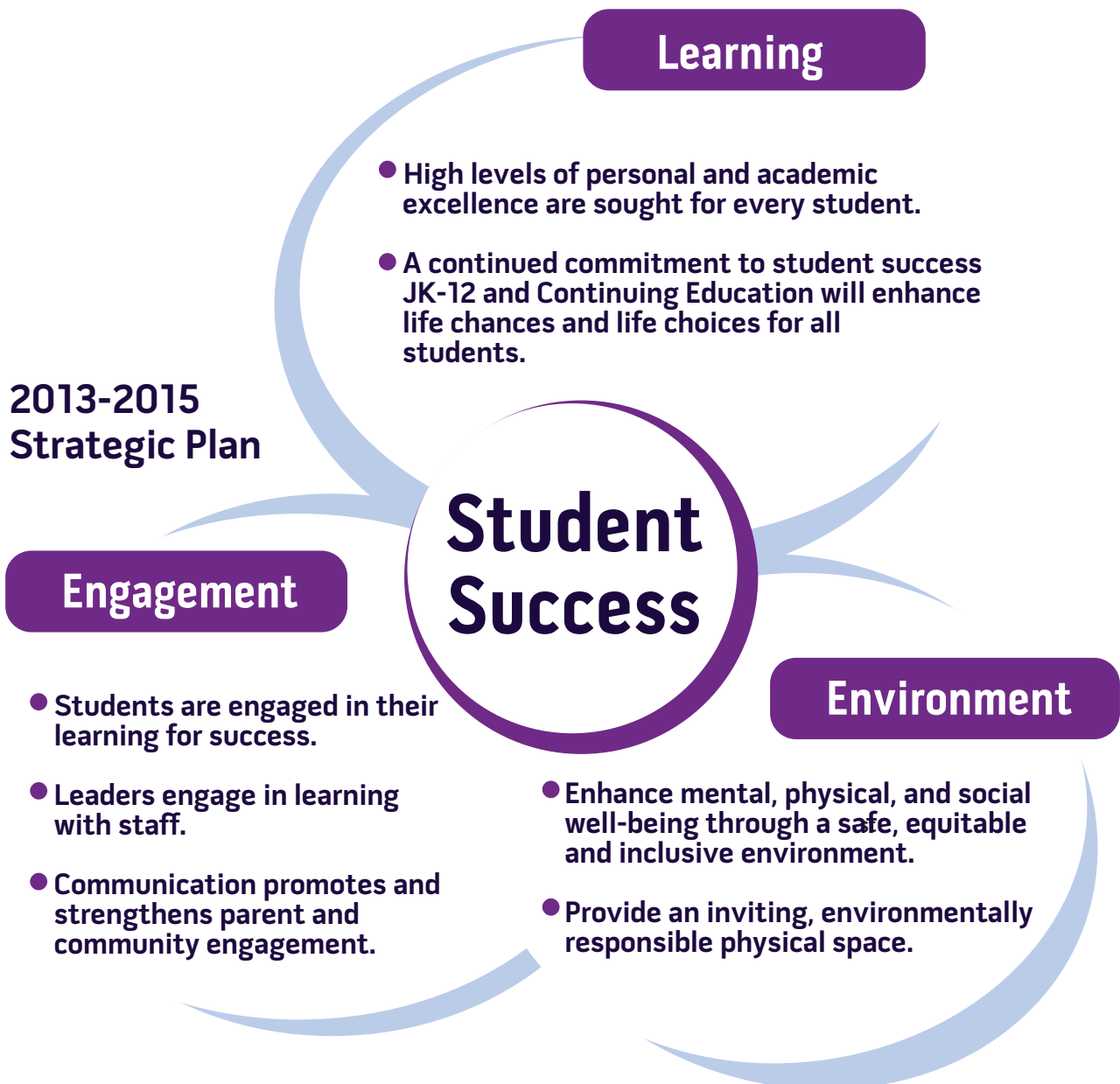
We are very fortunate to have dedicated and devoted staff who, without fail, put the interests of our students first and foremost. Inviting school buildings, pleasant and helpful support staff, and engaging classrooms and teachers are a testament to the value Lakehead Public Schools gives to the safety, well being and academic success of every single student, in every single classroom, in each and every one of our schools, every day of the school year and beyond .

None of this would happen, however, without a strategic plan that is realistic, viable, and obtainable. And for that we must be thankful for the leadership of our senior administration and Board whose commitment and support of a plan that is focused on the best interests of our students is truly admirable.

Your Children Our Students The Future



Multi-Year Strategic Plan



Building an equitable and inclusive community together.



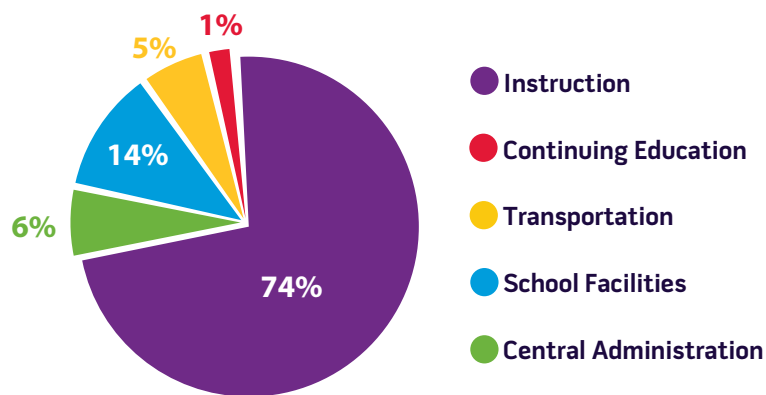
Lakehead Public Schools

All members of the Lakehead Public Schools community contribute to the success of our organization and ultimately to the success of our most important priority – our students.

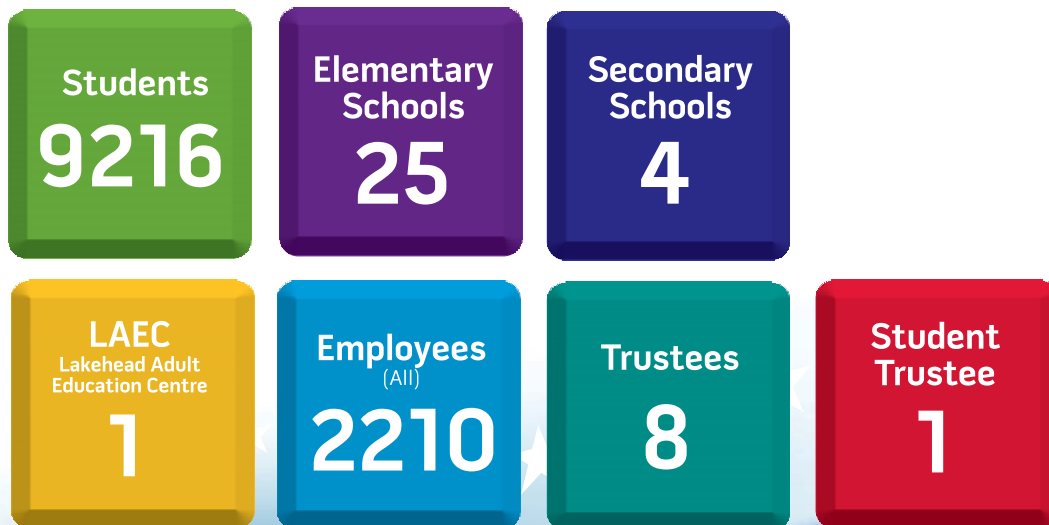
Lakehead Public Schools educates, encourages, and supports all students to develop a passion for learning, set high personal standards, and become active community members. Every student is provided with equal opportunities to learn in safe schools with many learning choices and innovative programming. We offer consistent high quality core programming from Junior Kindergarten through to Grade 12. Comprehensive adult education is available for students over the age of 18. At Lakehead Public Schools, we work with parents, community partners, and employees to make good things happen for our students inside and outside of the classroom.

Lakehead Public Schools is the largest public board in Northwestern Ontario serving students in the District of Thunder Bay, Armstrong, and Collins. We provide distance and online educational opportunities for students and staff throughout the region.

2014-2015 Operating Budget



Profile





Strategic Priority

Learning

Improving student learning is the focus at Lakehead Public Schools. A wide variety of opportunities to enhance the learning of students are key priorities. These range from Full-time Kindergarten for our earliest learners, summer programs for enhanced support to a focus on Math, and the inclusion of information technology for all. Lakehead Public Schools supports the learning of all students.

Safe schools, anti-bullying, character education, strength-based approach to learning, restorative practices, and school climate surveys provide the foundational support that is key to fostering resilience and cultivating student success.

Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success JK-12 and Continuing Education will enhance life chances and life choices for all students.

Student Success



Goal 1

Schools will analyze data to set goals that focus on improving student achievement in writing, reading, or mathematics.

Key Actions

Learning Collaboratively

All professional learning in Lakehead Public Schools is focused on students' learning needs. Educators come together to reflect on how they can ensure their teaching practices best support student achievement and well-being. Teams collaborate in response to a common need, for example:

- Assessment and Evaluation Collaborative Inquiry Teams
- First Nation, Métis and Inuit Collaborative Inquiry Teams
- Leadership Collaborative Inquiry Teams
- Middle Years (6-10) Mathematics Collaborative Inquiry Team
- Transition Years (6-9) Collaborative Inquiry Team

Student Learning in Mathematics K-12

Developing strong math skills continues to be the primary mathematics goal at Lakehead Public Schools. "Students with good number sense can think and reason flexibly with numbers, use numbers to solve problems, spot unreasonable answers, understand how numbers can be taken apart and put together in different ways, see connections among the operations, figure mentally, and make reasonable estimates." (Burns, 2007) With these skills in place, students develop good intuition about numbers and see numbers as useful.



Kingfisher Lake

Outdoor Education Centre



Key Actions

Early Learning in Mathematics

A focus on key number concepts is imperative for students in Kindergarten and Grade 1. Foundational counting skills support students in answering the question “how many?”, exploring the concepts of more-than and less-than, counting objects by groups and ultimately, performing operations with numbers to 20. Teams receive 'hands on' experiences that they are able to take back to the classroom along with resources to support student learning.

Junior Mathematics

In the junior grades, there is an expectation that students are bringing together the very connected skills of computation, problem solving and number sense. *Connecting Anishinaabe and Western Ways of Knowing Mathematics*, a research project in partnership with the Ministry of Education and Dr. Ruth Beatty (Lakehead University), is supporting teachers in providing students with authentic, engaging experiences to apply and connect their mathematical skills. Through such experiences, students will develop their understanding of number and operations and the foundational skills in algebra, proportional reasoning and measurement necessary for their success moving forward.

The Middle Years | Grades 7-10

Ensuring that students develop the mathematical skills necessary for success in the world beyond their years in Lakehead Public Schools is paramount. Mathematics teachers, Grades 7 through 10, are working collaboratively to ensure that strategies and activities are purposeful and will ensure that students are adequately prepared in mathematics for high school and beyond.

Child Care Partnerships

Lakehead Public Schools is working on building relationships with the child care centres and Best Start hubs in our schools. This includes embedding the concepts of *The Early Years Policy Framework* and *How Does Learning Happen?* documents in all of our early years programs so that there is a seamless transition from child care to school for children and their families.

Summer Learning Programs

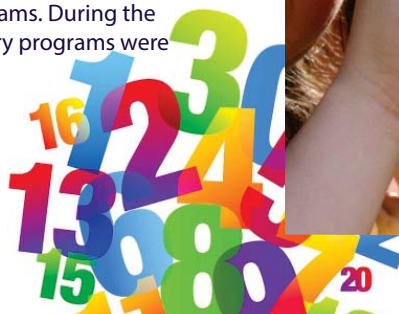
All summer learning programs at Lakehead Public Schools are designed to respond to the broad range of student needs across our system. We continue to offer Summer Literacy, Numeracy and First Nations, Métis, and Inuit (FNMI) Programs. During the summer of 2015, these traditionally primary programs were extended to include two junior classes.



Mino Bimaadiziwin | Aboriginal Youth Leadership Program

This unique, week long, overnight program was developed in partnership with the Ministry of Education and modeled after the Ontario Provincial Police program *Niigan Mosewak*. The program is based on traditional cultural teachings and focuses on: key life skills, leadership development, healthy relationships, positive self-esteem, self-awareness and connections to education. The goals of the program are to: encourage youth to become role models and leaders in their schools and communities; and, to foster positive relationships and build strong connections between Aboriginal youth and educational partners, police, community agencies and support networks.

Additional partnerships with local Elders and community members, Lakehead University, City of Thunder Bay Police, Indian Friendship Centre and Redtail Hawk Training & Consulting provided a strong community connection and made the program a reality. All graduating students are excited about returning as campers and leaders next summer, demonstrating the success of the program.

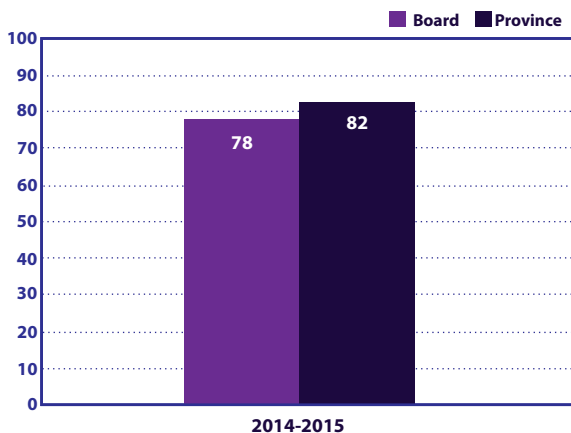




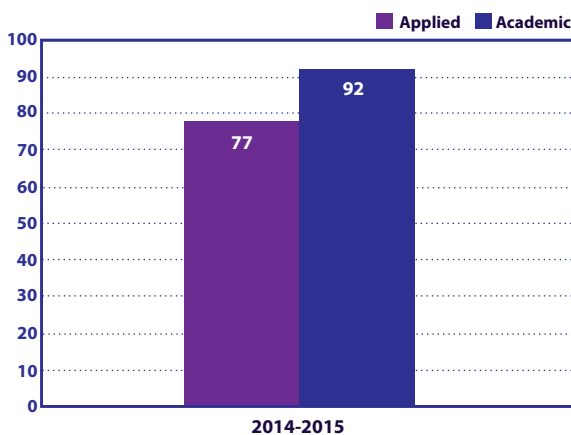
We use EQAO along with school and classroom data to monitor our progress to ensure student success.

The 2014-2015 school year was unique in that not all students participated in the provincial assessments because of a labour action in the English language public school system. As a result, there is no provincial – level information in Mathematics for this report

Ontario Secondary School Literacy Test (OSSLT)
Success Rates for Fully Participating
First-Time Eligible Students



Grade 9 Mathematics
Percentage of Students in Applied and Academic
performing at Levels 2, 3, and 4



The Lakehead District School Board is pleased that 73% of students who enter Grade 9 graduate on time. We are working to support all students at risk of not graduating in order to ensure life choices and life opportunities.



Goal 2 Secondary schools will Increase the graduation rates and the antecedents to graduation.

Key Actions

Experiential Learning

Education and career/life exploration activities provide students with the opportunity to see how their classroom learning is connected to the workplace. Opportunities such as job shadowing can deepen student understanding of a particular occupational area of interest while cooperative education programs provide students with the opportunity to earn high school credits while participating in a rich community learning environment. Through experiential learning experiences, students will further develop self-knowledge about their skills, strengths, interests, and awareness of opportunities.

Showing C.L.A.S.S.

Our Centre for Learning and Student Success (C.L.A.S.S.) continues to provide opportunities for secondary students in Grades 9-12 to recover unsuccessful credits over the summer through an innovative partnership with Confederation College and the School-College-Work Initiative.



Goal 3 Lakehead Adult Education Centre (LAEC) will increase the number of continuing education graduates and increase lesson completion rates.

Key Actions

Student Success

The Lakehead Adult Education Centre (LAEC) In-Class Sessions, offered five times per year from September to June, continues to generate record levels of participation, credit accumulation, and graduates. In total, 257 Adult and Continuing Education students earned their OSSD by August 2015. The School Improvement Project (Phase 5), funded by the Ontario Association of Adult and Continuing Education School Board Administrators, provided insightful data through an extensive needs analysis for improved instructional and service delivery. A student voice survey confirmed LAEC's commitment to continuous improvement as an organization, and further analysis identified unique student characteristics, particularly those most at risk. The Homework Hub initiative was implemented in secondary schools, providing non-credit literacy and numeracy support over the lunch to students at risk.



Key Actions

Instructional Leadership

The Lakehead Adult Education Centre (LAEC), with support from the Ministry of Education, continues to be a provincial leader in the development of hybrid learning models using technology. Our hybrid project work, focused on e-Learning curriculum development, assessment and evaluation, and the thoughtful integration of technology has had a tremendous impact locally, in the Sudbury Region, and provincially.

Increased Use of Technology

An e-Learning and Self Study program continues to expand its online course offerings. Extensive course development in university stream mathematics, as well as college and university stream science(s) was undertaken. Over one hundred secondary students outside of the Thunder Bay Region, accessed LAEC through the Northern e-Learning Consortium (NeLC) for online courses during the 2015 summer session. The exploration and deployment of mobile/tablet technology to improve both in class and online programming was implemented.



Goal 4

Enhanced curriculum programming will be provided through the use of technology. Elementary and secondary students will increase the integration and use of technology in daily instruction.

Key Actions

Building a 21st Century System

The Information Technology (IT) Committee continues to meet regularly to monitor the implementation of the Board's Multi-year IT Plan. Its mandate includes infrastructure such as computers, connectivity, software, business solutions, and teacher development. The committee works closely with other Board Departments including Program and Special Education.

Networked Leadership

School administrators have been trained in the powerful opportunities that technology can provide to our students, staff, and communities. Social media is being used in many schools to build connected school communities that have the ability to tap into the power of our stakeholders to encourage creativity, critical thinking, and innovation in our students and staff. Information technology continues to be used to build capacity for learning leaders to connect, openly learn, and collaborate in order to improve student success throughout the organization.

Exemplary Teaching and Learning in a Digital Age

All schools have identified an Information Technology representative to lead and assist staff in the move to teaching and learning in a digital age. The IT representatives help create sustainable growth using research based teaching strategies to support school improvement plans that leverage 21st century teaching technologies. IT representatives have received training on incorporating web and social tools to support the learning of students, engaging lessons and activities for use in a Bring Your Own Device (BYOD) classroom, use of the web and a cloud-based learning environment to encourage collaboration, critical thinking, problem solving and communication skills in their students.



Key Actions



Use of Emerging Technologies in Assessment Strategies

The Assessment for Learning Program continues to create teacher-student partnerships and authentic learning opportunities enabled by technology. The students benefit from in-school experiences and peer to peer learning using technology powered by the web and educational apps. Strategies that focus on capturing student thinking with technology in real-time are being developed. Through the use of technology to develop effective feedback strategies and applications, students and teachers are demonstrating growth of key skills and understandings. Teachers are developing strategies using technology to receive feedback from students in real-time and adapt their instructional strategies to close any gaps in understanding to meet the needs of specific students.

Inspired Teaching and Inspiring Schools

The Inspire Training Program continues to provide teachers, early childhood educators, and administrators with the opportunity to obtain a board laptop or tablet for professional use both at home and at school. Eligible staff complete eight of the identified professional development sessions to receive their device. Some of the session topics include:

- The 21st Century Learner
- Assistive Technology
- Classroom Websites
- Descriptive Feedback in a Digital World
- Digital Citizenship
- Digital Numeracy
- Introduction to Smart Board
- Skype in the Classroom
- BYOD Classroom

To date over 280 staff have participated in the program to receive the training and equipment that will help foster innovative teaching strategies to support student achievement.



Assistive Technology

There is an ongoing focus on the use of assistive technology to provide enhanced opportunity and success for students with special education needs. Staff have been dedicated to ongoing support and training.



Strategic Priority

Learning

Next Steps

Enhancing Numeracy and Literacy Learning K-12

All numeracy and literacy instruction and capacity building begins with student work in Lakehead Public Schools. For the 2015-2016 school year, students will focus on their abilities to develop reading skills and to communicate their thinking both orally and in writing. In mathematics, the goal is for students to develop flexible computational skills and strategies and the ability to solve math problems. Students continue to use technology as a tool to enhance learning experiences. With the support of the K-12 Student Work Study Teachers and Resource Teachers, student learning continues to focus on improving achievement, closing the gaps and enhancing student well-being.

Focused First Nations, Métis and Inuit (FNMI) Learning

First Nations, Métis, and Inuit (FNMI) learners continue to be supported through the collaboration of teams made up of Lakehead Public Schools staff and community partners. Instructional coaches will be hired to support secondary professional learning teams in schools with First Nations, Métis, and Inuit students in the Grade 9/10 Applied courses. First Nations, Métis, and Inuit students in these programs receive education that is culturally, socially, and academically meeting their aspirational needs. Also, staff will be hired to ensure that those First Nations, Métis, and Inuit students who have disengaged from school are contacted, supported, mentored, and monitored with the purpose of re-engaging them into a program that meets their learning needs, goals, and aspirations.

Supporting Graduation

To support graduation, students will have innovative, exciting, and flexible opportunities to earn credits toward their diploma in many unique and varying environments. For example, e-Learning credits where students can access classes that are web-based and teacher facilitated. This supports students who need flexible timetables or want to take a course not offered in their school. Students can participate in multiple pathway opportunities, such as working hands-on in a skills based program or building skills and knowledge in preparation for post secondary education. These programs provide students with the opportunity for successful transition to their post secondary career choice. Many of these programs also provide free certification, recognized training, or reach ahead experiences to help students further focus on their career pathway.

Recognizing and Supporting Diverse Student Groups

With the continued support of the Ministry of Education, Adult and Continuing Education was able to offer the Family Connections: Single Parent Project for a second year in a row. This program, delivered in partnership with the Ontario Native Women's Association is focused on supporting First Nations, Métis, and Inuit women earn their OSSD in a safe, inclusive, and supportive environment. Matawa First Nations and Lakehead Adult Education Centre continue to collaborate on the Aboriginal Skills Advancement Project – a unique and highly successful partnership that not only has garnered provincial, but national attention as well. A renewed commitment was made to the Ministry of Community Safety and Correctional Services to provide secondary programming in their local facilities. Lakehead Adult Education Centre continues to partner internally with Student Success Personnel to ensure quality educational opportunities.

Supporting 21st Century Learning

Increases in bandwidth, wireless access, and investments in student laptop and iPads enable our teachers to bring the world to our students through information technology. To support this infusion of resources, coaches and resource teachers will continue to receive technology training for effective use of classroom websites, collaborative software, iPad educational apps, eTextbooks, and web-based applications. These technologies will continue to be integrated into lesson planning and delivery. The Program Department is developing further training sessions to guide our next steps in using information technology to support student engagement, achievement, and well-being.



Strategic Priority

Environment

Lakehead Public Schools is committed to creating environments that promote student achievement and well-being.

Safe, healthy, and engaging learning spaces are responsive to the needs of learners and are inviting to our families and our communities. These learning environments support the success of every student.

Student Success

Environment

- Enhance mental, physical, and social well-being through a safe, inclusive, and equitable environment.
- Provide an inviting, environmentally responsible physical space.



Goal 1

School environments will be safe and equitable, and support student well-being.

Key Actions

Student Leadership Training

The Equity and Inclusive Education Working Group (EIEWG) continued to support schools in building positive school cultures. EIEWG was thrilled to have the opportunity to involve our secondary students in Harmony Movement Student Leadership Training in the spring. The Equity Leadership Training Program (ELTP) is an interactive program that engages students through games, multi-media activities, and group discussions to introduce them to the principles of equity, diversity and inclusion while developing their abilities to take leadership for social change. Participants increased their awareness of prejudice, stereotyping, discrimination and bullying; explored concepts of power and privilege; reflected on the role of the media in our society; and took leadership for safer and more inclusive schools.

All Gender Washrooms

The EIEWG implemented All Gender Washrooms in schools and Board facilities. Quite simply, All Gender Washrooms are for anyone! The creation of All Gender Washrooms aims to ensure that everyone feels safe at school regardless of their sex, gender identity, or gender expression.



CUPE Employees
Committed to Student Safety



Goal 2

Lakehead District School Board will further reduce its carbon footprint.

Key Actions

Reduce Greenhouse Gas Emissions from Previous Year

Reduction in emissions have been achieved through capital improvements made with a focus on increased energy efficiency. Energy consumption and greenhouse gas generation is tracked and reported on the Board's website.

Long Term Energy Management Plan

Energy management is included in a significant number of the capital projects that make up the Board's Five Year Capital Plan. In the 2014-2015 school year, almost 40% of the projects undertaken included work that will increase energy efficiency. The financial savings that have been realized from completing projects that include energy management components, as well as the reduction in greenhouse gas generation tied to these projects, helps to guide long-term financial/capital investments that reduce energy consumption.



Goal 3

80% of buildings will achieve a 3 or better on the Spring Quality Maintenance Inspection. (QMI)

A minimum of 10% of buildings will achieve a 4 on the Spring QMI.

No facility will scores less than a 2 on the Spring QMI.

Key Actions

Quality Maintenance Inspection

QMI results are communicated to staff, both administration and custodial, lending to a conversation with the Plant Department about what is working well and what requires strategies for improvement.

When focusing on areas for improvement, an effort is put into ensuring that the activities undertaken align with Board priorities.





Goal 4

Lakehead District School Board will develop a capital plan for schools focusing on academic achievement by November 2014 (e.g. renovations for program needs, building/facility structure for improved student success).



Goal 5

Infrastructure needs (wireless technology, bandwidth, hardware , etc.) **will be in place to support the vision for 21st Century Learning.**



Goal 6

The renewal of library space will continue in elementary and secondary schools.

Key Actions

Major Capital Projects Completed in 2014-2015

- Child care facilities (both classroom and outside space) were renovated at Claude E. Garton Public School, St. James Public School, Vance Chapman Public School, and Algonquin Public School.
- Gymnasium floors were replaced at Agnew H. Johnston Public School, Kingsway Park Public School, and St. James Public School.
- Included in the 19 capital projects that included energy management components, were boiler replacements at Claude E. Garton Public School and Gorham and Ware Public School, as well as the replacement of gymnasium lighting at Nor'wester View Public School and Five Mile Public School.
- Washroom upgrades and renovations were made at Westgate CVI , Superior CVI, Hammarskjold High School, Five Mile Public School, and École Gron Morgan Public School.
- In addition to the more than 50 capital projects that were undertaken in schools, the Jim McCuaig Education Centre also underwent significant renovations and upgrades to the HVAC system, including new boilers, refrigeration, air distribution, exhaust, as well as new controls. The majority of the components that were replaced were original to the building.

Completion of Three Year Plan

This past year was the final year of the current Information Technology (IT) Plan. During this period, the last round of the renewal of computer hardware and network hardware occurred. The renewal ensures adequate bandwidth is supporting technology at each school, and ensures all schools have a sufficient number of tablets and other devices. Significant resources for staff training were also included during this final phase of the plan.

Digital Library

The Digital Library rolled out in the previous year continued to grow with the addition of resources and was promoted throughout all schools. Access of electronic materials through the digital library continued to increase in popularity. The electronic materials greatly complement existing school resource materials.

Students & Staff

Audio & eBooks

from your digital library!

24/7 access | from school or home

Get your device

An internet connection

Your student number | Your PIN

The software you will need to download

is free

Login and...

READ!



Next Steps

Strategic Priority **Environment**

Lakehead District School Board will continue to develop capital plans that support the Board's priorities, including long-term energy management. Through input from many stakeholders, the capital plan will support student achievement and well-being, accessibility, and access information technology.

The Plant Department will continue to maintain Board facilities at a high level, and areas requiring improvement will be highlighted through QMI results.

The IT committee will draft an updated multi-year plan that supports digital learning and engagement and staff training on the effective use of technology, as well as ensuring that the correct devices are in the hands of students.

Information Technology

Every student | Every day





Strategic Priority

Engagement

Student and parent engagement promotes communication and positive school climates that value the unique and diverse contributions of all individuals in the school community.

Engagement

Student Success

- Students are engaged in their learning for success.
- Leaders engage in learning with staff.
- Communication promotes and strengthens parent and community engagement.



Goal 1

Under the guidance of school leaders, all schools will create and implement a School Improvement Plan goal that ensures students have input and consultation into their learning through formal and informal feedback processes.

Key Actions

School Improvement Feedback

Students are given opportunities to provide explicit feedback about their engagement and learning to educators. Students advocate for what they need as learners by co-creating learning goals and evaluating their own needs as a learner. Students also have opportunities to share their ideas of how instructional practices/tools support their learning; for example, how technology as a tool helps them extend their ideas, and challenge their thinking. This information provides schools with feedback for school improvement planning.



Aviation & Aerospace

Specialist High Skills Major



Goal 2

Students will provide input to school and system committee work.

Key Actions

Student Voice

Students have prominent and valued voices at Lakehead Public Schools. SpeakUp Projects, School Councils, Gay/Straight Alliances, Natural Helpers, Student Trustee and student representation on the Equity and Inclusive Education Working Group and the Minister's Youth Advisory Council provide many avenues for students to share ideas and contribute to a safe and caring school community.

Working in Harmony

A group of students from Grades 7 to 12 participated in Harmony Movement's Social Changemakers Conference. The goal of the conference was to work with students to think critically and discuss the complexity of social change and the impact that young people have as Social Changemakers both locally and globally. Students discussed issues of discrimination and explored how to promote inclusion in their school and community.



Goal 3

Opportunities will be organized for parents/guardians and community members to increase their awareness on relevant and current topics in education.

Key Actions

SEAC Orientation Session

The Special Education Advisory Committee (SEAC) hosted an orientation session for all interested parents, guardians, and community members who wish to explore the potential and possibilities of serving children with special education needs and school communities in a leadership/advisory role. This session benefitted those who were interested in more information about the Lakehead Public Schools Special Education Advisory Committee.

Caring for Your Children Caring for Yourself

SEAC presented an information session titled "Caring for Your Children Caring for Yourself". School can be challenging - not just for children - but for parents too. This presentation by Dr. David Tranter, Mental Health Lead, provided parents/guardians with helpful strategies to support their child's education, while making sure that both child and parent/guardian don't get overwhelmed. A panel of learning support specialists talked about their role within education, the resources available to students, and how to help your child manage stress and succeed in school. This event was supported by the Parent Involvement Committee.

School Council Kick Off

Close to 100 participants including parents/guardians, Trustees, Parent Involvement Committee members and school administrators attended the annual Lakehead Public Schools Parent Involvement Committee School Council Kick Off at the Airline Hotel and Conference Centre in October. Following dinner and greetings from the Chair of the Parent Involvement Committee and the Director of Education, participants were able to attend the following three presentations in a "carousel" format:

- Bring Your Own Device BYOD)
- Parent Portal
- Social Media Strategy





Goal 4

Communication with students, parents, staff, and community will be strengthened and broadened through enhanced communication methods and practices.

Key Actions

A Responsive Approach to Technology

In response to changing technology, the needs of parents and guardians and general societal trends towards website usage, a new website was designed and launched in January. The website, www.lakeheadschoools.ca was developed in-house by Computer Services and Communications staff.

Through stakeholder input and comprehensive monitoring tools, the website was developed to include:

- Dynamic content management through WordPress
- Simplified header layout and menu navigation
- Rotating messages on the front page with links to priority messages
- Key calls to action by audience – Students, Parents, Board, Community
- Latest Update listing
- Real-time Lakehead Public Schools Twitter updates
- Real-time Lakehead Public Schools YouTube updates
- Re-designed footer with key contact information and maps
- Upcoming events with links to full calendar style view
- Links to Lakehead Public Schools social media platforms – Twitter, Facebook, LinkedIn, YouTube and Slideshare

The site compliments and supports the ongoing social media efforts of Lakehead Public Schools and replaces the previous website that was introduced in 2012.

Social Media Engagement

Lakehead Public Schools continues to inform and engage stakeholders through the use of a number of social media platforms. Social media has proven to be a critical communication tool in informing parents and guardians of emergency/weather related school closures and transportation cancellations. Facebook played a significant role in the promotion of the Kindergarten Registration Week. For the first time, ads were purchased on the social media platform that were strategically targeted to the intended audience. Feedback received following the registration week indicated that social media promotion was extremely well received. Social media has provided a new and convenient venue for stakeholders to make inquiries and receive information on numerous topics of interest.



Goal 5

A communication plan that focuses on student and staff achievements will be reviewed, revised, and implemented by June 2015.

Key Actions

What's New(s)?

The diverse and impressive accomplishments of our students and staff continued to be shared with our community. The good news is communicated to stakeholders through a variety of means including news releases, media advisories and through the newsletter "This Week at Lakehead Public Schools." Each year, up to 100 media opportunities are available to local newspaper, radio and television. A partnership with the local radio station Country 105 provided an opportunity for the station's morning show to be broadcast from all secondary schools in the Spring. The morning broadcasts provided an excellent opportunity for students and staff to inform our community of the amazing things that happen each and every day in our secondary schools. Students were also able to showcase their musical talents through a number of live performances.



Goal 6

Lakehead Public Schools will implement an electronic document management system.

Key Actions

Docushare

Routing and flow charting of some paper based processes took place in order to be able to understand how Docushare can add efficiencies.



Next Steps

Strategic Priority

Engagement

Equity and Inclusion

The Equity and Inclusive Education Working Group will continue to identify emerging equity and inclusive education concerns and will support schools in responding in a caring, inclusive, and respectful manner.

Engagement Efforts Continue

Efforts will continue to engage student voice to inform school and system-level committee work. We will work collaboratively with parents and community members by sharing current and relevant initiatives that support student achievement and well-being.

School Websites

A redesign of all school websites is slated to occur in the coming year. During the Social Media Strategy process, it was determined that the main Board website should be redesigned followed by the school websites. The school websites will follow the same responsive design architecture as the main website and will support all school social media efforts.

Social Media

Social media continues to be a successful and very strategic communication and engagement tool. The recommendations contained in the 2014 Social Media Strategy continues to guide our digital engagement efforts. As social media trends develop and change, the strategy will continue to evolve.



For each of us, individually, and for all of us as an educational organization, our star is the symbol of excellence, quality, well-being, and achievement.

The progress, success, and diversity of our learners is reflected in the free-form, multi-coloured paint stroke that defines our star.

www.lakeheadschools.ca





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