



**Office of the Director**

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**ANNUAL BOARD MEETING**

**Tuesday, December 1, 2020  
Virtual via Microsoft Teams  
6:00 p.m.**

Ian MacRae  
Director of Education

**AGENDA**

- |     |                                                                  |                         |                |
|-----|------------------------------------------------------------------|-------------------------|----------------|
| 1.  | Call to Order                                                    |                         |                |
| 2.  | Land Acknowledgement                                             |                         |                |
| 3.  | Election of Chair of the Board                                   | Director                |                |
| 4.  | Election of Vice Chair of the Board                              | Chair                   |                |
| 5.  | Election of a Member and Alternate of the Coordinating Committee | Chair                   |                |
| 6.  | Director's Annual Report (001-21)                                | I. MacRae               | 1<br>+ Handout |
| 7.  | Parent Involvement Committee Annual Report (002-21)              | I. MacRae               | 2-5            |
| 8.  | Trustee Appointments to Board Committees – 2021 (003-21)         | I. MacRae               | 6-8            |
| 9.  | Thunder Bay Public Library Board Annual Report (004-21)          | G. Saarinen             | 9-12           |
| 10. | Aboriginal Education Advisory Committee Annual Report (005-21)   | S. Essex/<br>A. Guthrie | 13-18          |
| 11. | Special Education Advisory Committee Annual Report (006-21)      | L. Tod                  | 19-36          |
| 12. | Adjournment                                                      |                         |                |

Trustees (chair and vice chair) and presenters of reports will be available for comment after the Board meeting.
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LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 DEC 01  
Report No. 001-21

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

RE: DIRECTOR'S ANNUAL REPORT 2019-2020

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 2019-2020.

Respectfully submitted,

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 DEC 01  
Report No. 002-21

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 2019-2020 Parent Involvement Committee was comprised of the following members:

Member's Name	Group Represented
Serena Essex Sharon Kanutski	Aboriginal Education Advisory Committee (AEAC) Alternate AEAC Representative
Robin Cawlishaw Laura Prodanyk	Community Representative Community Representative
Shaun Peirce	School Council Representative
Chitra Jacob Laura Walker Julie Morin	Parent Member Parent Member Alternate Parent Member
Michael Otway Miranda Myers	Special Education Advisory Committee (SEAC) Alternate SEAC Representative
Shannon Jessiman- MacArthur AJ Keene	Principal Representative  Alternate Principal Representative
Fred Van Elburg Kathleen Andrews	Teacher Representative Alternate Teacher Representative
Trudy Tuchenhausen Ryan Sitch	Trustee Representative Alternate Trustee Representative
Ian MacRae	Director of Education
Judy Hill Bruce Nugent	Executive Assistant Communications Officer

- 2.2 Five meetings were held this year. A vice chair was appointed at the March 2, 2020 meeting.

- 2.3 Regular meetings included opportunities to receive information and to give feedback on topics such as:
- Kindergarten Information Evening;
  - 2020-2021 School Year Calendar;
  - 2020-2021 Budget Process;
  - OPSBA 2020 Awards Program;
  - PRO Grants 2019-2020;
  - Summer Programs;
  - Lakehead Adult Education Center presentation;
  - Transition from Grade 8 to Grade 9 video; and
  - Director's Report (an item on all agendas).
- 2.4 The Parent Involvement Committee provided input to the Board's 2020-2021 Budget.
- 2.5 Funding was provided to the Special Education Advisory Committee (SEAC) and the Aboriginal Education Advisory Committee (AEAC) to support activities for parents.
- Plans were underway for SEAC to cohost a community engagement event with PIC in April or May of 2020. The event was to include two guest speakers. Due to COVID, the event has been put on hold until it is safe to proceed.
- AEAC was in the midst of planning a Pow Wow and will proceed when it is safe to do so.
- 2.6 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. This included supporting information for school newsletters and school council chairs, regular updates to the Parent Involvement Committee and school council sections of the Lakehead Public Schools website and a school council email network.
- 2.7 During the year, the Parent Involvement Committee was represented by:
- Julie Morin as PIC representative on the Success Advisory Committee;
  - Robin Cawlishaw as PIC representative on the School Year Calendar Committee; and
  - Laura Walker 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 2020-2021 Parent Involvement Committee held its first meeting on November 16, 2020.

Respectfully submitted,

SHAUN PEIRCE  
Chair  
Parent Involvement Committee

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 DEC 01  
Report No. 003-21

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

RE: TRUSTEE APPOINTMENTS TO BOARD COMMITTEES - 2021

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 2021 have been determined and are included as Appendix A to Report No. 003-21.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the Trustee Appointments to Board Committees - 2021 as set out in Appendix A to Report No. 003-21.

Respectfully submitted,

IAN MACRAE  
Director of Education



Lakehead Public Schools

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

TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2021		Arnone	Chambers	Doughty-Smith	Massaro	Oikonen	Saarinen	Sitch	Tuchenhagen	Wemigwans
<b>1. STATUTORY COMMITTEE</b>										
1.1	Special Education Advisory Committee (SEAC) (2 Trustees + 2 Alternates)	X		X				A	A	
1.2	Supervised Alternative Learning Committee (SAL) (1 Trustee + 1 Alternate)	X		A						
1.3	Suspension Appeal Hearing/Expulsion Hearing Committee (3 Trustees + 3 Alternates)	X				A	X	X	A	A
1.4	Parent Involvement Committee (1 Trustee + 1 Alternate)		A						X	
1.5	Audit Committee (3 Trustees)	X				X				X
<b>2. OTHER BOARDS</b>										
	Ontario Public School Boards' Association (OPSBA) Delegate (1 Trustee + 1 Alternate)		A				X			
<b>3. OTHER COMMITTEES</b>										
3.1	Principal Selection Process Committee (1 Trustee + 1 Alternate)			A			X			
3.2	Aboriginal Education Advisory Committee (1 Trustee + 2 Alternates)		A					A		X
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	X
3.6	Student Transportation Services of Thunder Bay Committee (STSTB) (1 Trustee + 1 Alternate)					A	X			
3.7	School Year Calendar Committee (1 Trustee)		X							
3.8	Equity and Inclusive Education Committee (1 Trustee + 1 Alternate)		X	A						
3.9	<i>Lakehead Public Schools International (1 Trustee + 1 Alternate – two year term) December 2021</i>							A	X	
<b>4. ELECTED COMMITTEE MEMBERS AT ANNUAL MEETING</b>										



<b>TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2021</b>	Arnone	Chambers	Doughty-Smith	Massaro	Oikonen	Saarinen	Sitch	Tuchenhagen	Wemigwans

Coordinating Committee  
(Chair, Vice Chair + 1 Elected Trustee + 1 Elected Alternate)

\* **A = Alternate, C = Chair, VC = Vice Chair, X = Member**

November 2020

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 DEC 01  
Report No. 004-21

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

RE: THUNDER BAY PUBLIC LIBRARY BOARD ANNUAL REPORT

1. Statistical Overview

Type:	Annual Stats			
	2019	2018	2017	2016
Total Uses	2,975,876	3,347,656**	3,462,111	3,327,096
New registrants - Children* (Sept 1 / 18 - Aug 31 / 19)	263	910	816	864
New registrants -Youth* (Sept 1 / 18 - Aug 31 / 19)	70	139	110	108
Total Children's Members*	13,043	12,962	12,332	12,019
Total Youth Members*	5,732	5,701	5,729	6,172
Children and Youth Programs	1,365	1,384	1,131	1,139
Children and Youth Program Attendance	30,412	27,889	24,670	24,166
Average C&Y program attendance per program	22.2	20.1	21.8	21.2
Class Visits - Public Schools	13	56	55	36
Class Visit Participants	385	2,082	1,902	1,796

\* includes juvenile limit and non-resident members commencing 2009

\*\* Total Uses restated in 2018

Covid-19 has impacted a number of our normal services and procedures this year, including interactions with schools. This is reflected in the lower numbers for some items in the chart above.

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

### 2.1 Class Visits

Seven class visits were cancelled due to COVID-19 library closures.

#### Elementary Schools:

During the 2019-2020 school year, Thunder Bay Public Library (TBPL) staff presented a wide variety of programs at TBPL locations for visiting classes. Programs included storytelling and puppet shows, learning about databases and information searching, visits to our new Brodie Think Hub and more. Programs designed for elementary school classes focused on the development of early literacy and fostering a love of reading in students. A total of seven class visits were held and 275 students participated.

#### Secondary Schools:

During the 2019-2020 school year, six in-class research and information literacy workshops were held with Hammarskjold High School, Westgate Collegiate and Vocational Institute, and Superior Collegiate and Vocational Institute. A total of 110 students and teachers participated. The focus of most workshops was on research methods, accessing library resources in the library and online, and building information literacy skills.

### 2.2 Cooperative Placements and Volunteer Opportunities at the Library

During the COVID-19 pandemic, we are not accepting placements as part of our risk mitigation procedures, but we expect to be able to resume this post-pandemic.

Thunder Bay Public Library regularly accepts co-op placements from local secondary schools. Cooperative Education teachers and coordinators are encouraged to contact their nearest library location to inquire about cooperative opportunities.

Our Youth Advisory Council provides volunteer opportunities for secondary students to develop their critical thinking and leadership skills in an inclusive and engaging environment. The students provide a youth perspective on library services, participate in purchasing materials for the library's collection, and help to plan and promote special programs for youth and young adults.

The Readers are Leaders program also provides volunteer opportunities for older students who act as reading mentors to younger children.

### 2.3 Ontario Library Association – Forest of Reading Programs

Many schools participating in the programs were able to find the program books at the Thunder Bay Public Library as purchased for the Blue Spruce, Silver Birch, and Red Maple reading programs. We also offered the program for children who could not participate through a school. Participation introduced children to some of the best recent Canadian literature written for their age and grade level. All voting was completed online this year due to the pandemic.

### 2.4 Northern Nature Trading

Northern Nature Trading is a special kind of swap shop located at the Mary J. L. Black Branch Library. Children of all ages can bring in the natural things they have found and trade them for things in our collection. This ongoing program inspires students to learn more about the natural world and is attractive to classes when planning visits to the Library while they cover Environmental Education sections of the curriculum. COVID-19 has limited the ability of the library to offer this service after March 2020 as it requires handling physical items.

### 2.5 Outreach

Thunder Bay Public Library staff had the opportunity to interact with 60 people at the 2019-2020 school year Welcome to Kindergarten event.

Thunder Bay Public Library staff provided online content for the summer learning program, which was shared with all elementary teachers participating to use as it suited their programming.

### 2.6 Readers are Leaders

This popular program supports children in Grades 1 to 3 who need some extra help with reading. They are matched with trained volunteers who provide one-on-one coaching, share reading, model good reading and play literacy-based games. This program fosters early literacy and inspires children to enjoy reading as they grow and develop into adults. From September 2019 – March 2020 (shortened year due to the pandemic), TBPL had 54 children register and participate in Readers are Leaders.

### 2.7 Research Opportunities at the Library

Students from all Lakehead Public Schools have free access to research material and online databases via the Thunder Bay Public Library. Library staff are available to provide guidance and support in accessing reliable information, as well as to conduct research workshops in the classroom at the request of a teacher or educator.

## 2.8 TD Summer Reading Club

TD Summer Reading Club looked very different this year with a full online program. To work in conjunction with the program, we offered a Facebook reading challenge and Beanstack reading challenge as we were unsure of how the online portal would be received. Beanstack is a new program for us and allowed us the ability to run adult and teen reading challenges in addition to our regular children's reading club. Total participation in all our online reading programs was 70.

## 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,

GEORGE SAARINEN  
Lakehead District School Board Representative  
On the Thunder Bay Public Library Board

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 DEC 01  
Report No. 005-21

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 8061 Aboriginal Education Advisory Committee policy 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) is required to report to the Board on its activities. Minutes of meetings are included in Board agendas.

2. Situation

- 2.1 The co-chairs for the start of the 2019-2020 school year were Dolores Wawia and Sherri-Lynne Pharand. Anika Guthrie was appointed as co-chair in place of Sherri-Lynne Pharand in January 2020.
- 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.
- 2.3 The Aboriginal Education Advisory Committee held six meetings during the 2019-2020 school year; three in-person and three virtual.

- 2.4 The Aboriginal Education Advisory Committee was comprised of the following individuals from September 2019 to June 2020:

NAME	AFFILIATION
<b>MEMBERS:</b>	
BAXTER, Lawrence	Parent/Guardian
BEARDY, Kathy	Community/Agency
CROMARTY, Elliott	Community/Agency
ESSEX, Keira	Indigenous Student Trustee
ESSEX, Serena	Parent/Guardian
FONTAINE, Pauline	Elementary Principal
GRAVELL-CATLIN, Lindsay	Parent/Guardian
GUTHRIE, Anika (January – June 2020)	Co-Chair – Director Designate
KANUTSKI, Sharon	Parent/Guardian
KING-ZEWIEC, Cheryl	Parent/Guardian
MARSHALL, Leanna	Community/Agency
MARTIN, Gerry	Elder
METATAWABIN, Skylene	Community/Agency
PHARAND, Sherri-Lynne (September – December 2019)	Superintendent – Director Designate Co-Chair
SAGUTCHEWAY, Ardelle	Parent/Guardian
SITCH, Ryan	Trustee
WAWIA, Dolores	Co-Chair
<b>ALTERNATES:</b>	
CHAMBERS, Ellen	Trustee
DOUGHTY-SMITH, Susan	Trustee
JUNG, Dinah	ETFO
KAKEGAMIK, Anna Fern	Community/Agency
MERCIER, Isabelle	Elder
<b>RESOURCES:</b>	
BARRADELL, Brenda (Sept – May)	Executive Secretary
COLLINS, Brittany	Community/Agency
EBRAHIM, Mahejabeen (Nov - June)	Human Rights & Equity Advisor
FLASZA, Donna	Secondary Vice Principal
GUTHRIE, Anika (Sept – Dec)	FNMI Education Coordinator
JUDGE, Mike	ETFO President
KEENE, AJ (Jan - June)	Early Years and Program Principal
LAROCQUE, Chris (Sept - Feb)	FNMI Student Success Re-Engagement Teacher
LOWER, Jane	Student Success Lead
NURMELA, Ashley	FNMI Community Liaison Officer
RUTTER, Maggie (Jan - June)	Education Officer
SGAMBELLURI, Jasmine	Aboriginal Ed. Resource Teacher
TAVARES, Michelle (May – Present)	Executive Secretary

- 2.5 The chair is elected annually at the December meeting.

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

<b>Topic</b>	<b>Presenter(s)</b>
Mino B – September 19, 2019	Fred Van Elburg and Anika Guthrie
Elementary Summer Camps	AJ Keene
Secondary Programs	Jane Lower
Ecole Elsie MacGill Public School	Heather Harris
Ecole Gron Morgan – A Path Through ReconciliACTIONS – November 14, 2019	Erin Aylward
Ojibwe Language Strategy	Mike Parkhill
Drumming Partnership with TBIFC December 12, 2019	Darren Lentz, Nathaniel Moses, Kingsway Students
Aboriginal Achievement Program at Algonquin	Kali Bernst Jessica Lauzon
Project of Heart Learning – “Our Journey Forward Toward Reconciliation February 13, 2020	Eric Fredrickson
Budget Presentation	Kirsti Alaksa Angela Lee-Wiwcharyk
Mental Health Supports – May 14, 2020	Megan Tiernan
Fire Council Retreats – Hammarskjold High School June 11. 2020	Jennifer Johnson

- 2.7 The Aboriginal Education Advisory Committee provided input to the Board's 2020-2021 Budget and would like to thank trustees for their ongoing support of First Nation, Métis and Inuit (FNMI) priorities at Lakehead District School Board.
- 2.8 Lakehead District School Board confirmed financial support to AEAC by providing a working budget for the committee. Lakehead District School Board supports the continuation of this work through the positions of the FNMI community liaison officer and the FNMI student success teacher and the support for many Aboriginal education priorities, including Aboriginal achievement tutors and FNMI graduation coaches.
- 2.9 Native Language and Native Studies courses continue to be offered at all three secondary schools. Elementary Native Language programs were offered at Armstrong Public School, École Gron Morgan Public School, Algonquin Avenue Public School, McKellar Park Central Public School and Ogden Community Public School for the 2019-2020 school year.



- 2.10 The Aboriginal Education Advisory Committee continues to be instrumental in guiding and supporting initiatives in Aboriginal education such as: the expansion of the Aboriginal Achievement Tutors program to include St James Public School, Sherbrooke Public School and McKellar Park Central Public School, the Aboriginal Achievement facilitators within each secondary school, 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, welcoming school environments and increasing First Nations, Métis and Inuit presence in our schools.
- 2.11 The First Nations, Métis and Inuit student success resource teacher position acts as a resource to the Aboriginal Education Advisory Committee. This role provided support for the Four Directions – FNMI Graduation Coach program, coaching for elementary and secondary teachers, support for Native Studies and Native Language teachers and Aboriginal Achievement facilitators.
- 2.12 The position of the First Nation, Métis and Inuit (FNMI) community liaison officer supports the implementation of Board initiatives and activities in Aboriginal education. This role primarily focuses on nurturing relationships and creating partnerships between community/First Nations and the Board/schools (K-12) that support Aboriginal student success and transitions.

The First Nation, Metis and Inuit (FNMI) community liaison officer was successful in providing Board wide culturally responsive professional learning, Truth, Reconciliation & Rights: Opening Doors to Education was successfully delivered at 25 of 28 schools. During the 2019-2020 school year, staff members who may have been unable to attend the sessions will have the opportunity to do so.

The FNMI community liaison officer utilized the First Nation, Métis and Inuit Presence in Our Schools booklet (formerly called Aboriginal Presence in Our Schools). Printed copies were provided to all those who attended the professional learning and electronic copies are available online.

Visits to service agreement partner communities also helped to strengthen these relationships and provide additional opportunity for knowledge and needs sharing.

Amidst the unexpected shut down, the First Nation, Metis and Inuit (FNMI) community liaison officer was working from Westgate Collegiate and Vocational Institute to assist in the Four Directions room. Throughout the months of March to June, she worked alongside students virtually to support and motivate students who may have been struggling with the emergency remote learning.

Lakehead District School Board and our community partners sponsored a city tour on a city transit bus for Indigenous students from outlying communities to familiarize them with recreation and health services that are available. To help support the transition of students into our Board, information pamphlets from city partners were sent to service agreement partner schools that included a section on safety tips, bussing schedules, and where to access health care within the city was shared with students and their guardians.

Welcome to Kindergarten booklets were handed out to parents and included tips for parents to support the transition of their children into Kindergarten. The FNMI team also provided information on the importance of self-identification. Self-identification is the voluntary, confidential declaration of First Nation, Métis or Inuit ancestry. All new registrants are asked to self-identify regardless of ancestry. Parents are not required to show proof of ancestry at any point in time.

- 2.13 The ongoing community relationships and success for students comes through working alongside community committees including Aboriginal Youth Achievement and Recognition Awards (AYARA) and Community Coalition Unified for the Protection of Children and Youth (CCUPCY) who initiate annual events such as Fall Harvest (every September). The National Indigenous Peoples Day committee works towards the nationally celebrated event on June 21, annually with an Education Day component, to celebrate First Nations, Métis and Inuit culture.
- 2.14 Collaboration with Matawa Learning Centre - Education Partnership Program and Nishnawbe Aski Nation (NAN) Education Partnership Programs, and individual First Nations Communities' Education support staff offer 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.
- 2.15 Collaboration with the following community partners continued: Fort William First Nation, Whitesand First Nation, Kiashke Zaaging Anishinaabek (Gull Bay), NAN Education Partnership Program, Matawa Learning Centre, Confederation College, Lakehead University, Thunder Bay District Health Unit, Ontario Physical Health Education Association, City of Thunder Bay, Thunder Bay Indigenous Friendship Centre, Roots to Harvest, Thunder Bay Police and Thunder Bay Art Gallery for curriculum collaboration.
- 2.16 On May 31, 2020, the longtime co-chair of the committee started a new journey. Dolores Wawia left a legacy of strength, resilience, and advocacy for First Nations students. The committee has made recommendations to the Board for ways we can commemorate and recognize her contributions.
- 2.17 Provincial/Board Involvement
  - 2.17.1 The elementary, secondary and program staff resource individuals regularly attend meetings as a resource to the committee to provide information and receive input from the committee on various initiatives.
  - 2.17.2 The Board website maintains and updates the Aboriginal Education Advisory Committee page.

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 8061 Aboriginal Education Advisory Committee Procedures. The committee extends its thanks to Lakehead District School Board for its support of the committee and commitment to Aboriginal Education.

Miigwetch.

Respectfully submitted,

SERENA ESSEX  
Co-Chair, Aboriginal Education Advisory Committee

ANIKA GUTHRIE  
Co-Chair, Aboriginal Education Advisory Committee  
First Nations, Métis and Inuit Education Coordinator

AJ KEENE  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 DEC 01  
Report No. 006-21

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE 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 (SEAC) 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 SEAC members coincides with the term of the Board, an advertisement was placed in The Chronicle Journal and The Source inviting agencies/organizations to nominate representatives, and parents/guardians community members to self-nominate for the community representative positions for the term of office December 2018 to November 2022.
- 2.2 The current Special Education Advisory Committee has been active since December 2018. The chair is Liz Tod and the vice chair is Kelly Matyasovszky.

- 2.3 In December 2018, trustees passed a motion to appoint members to the Special Education Advisory Committee for the period December 2018 - November 2022. During 2019-2020 the Special Education Advisory Committee included members appointed for the term and included the following:

Name	Association/Organization
Jennifer Bean Ashley Etienne	Anishnawbe Mushkiki
Cory Koski Debby Dick, Alternate	Autism Ontario - Thunder Bay & District Chapter
Angela Hill	Children's Centre Thunder Bay
Wilma Kleynendorst Lesley Harding, Alternate (March-June 2019)	Dilico Anishinabek Family Care
Miranda Myers	Fetal Alcohol Support Information Network
Liz Tod Carey Murphy, Alternate	Learning Disabilities Association of Ontario
Suzanne Posthumus	OPTIONS Northwest
Kelly Matyasovszky	VIEWS For the Visually Impaired – Thunder Bay Region
Mike Otway	VOICE for Hearing Impaired Children
Michelle Blackburn	George Jeffrey Children's Foundation
Danielle Miller (Resigned October 2019) Ruth Vannieuwenhuizen, (Resigned)	Community Representative
Sue Doughty-Smith Ron Oikonen, Alternate	Trustee
George Saarinen Trudy Tuchenhausen, 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 September 2019 - June 2020:

<b>Topic</b>	<b>Presenter(s)</b>
Introduction of Special Education Team and Mental Health Lead	Lori Carson
LDAO- Learning Disabilities Association of Ontario	Liz Tod
6050 Food and Beverage Policy	Jeff Upton
EQAO Results for Special Needs Students	Lori Carson
Operational Plan	Michelle Probizanski
OPTIONS Northwest	Suzanne Posthumus
4021 Assessments and Evaluations Policy	AJ Keene
2019-2020 Budget Presentation	David Wright
Human Rights and Workplace Evaluation	Michelle Probizanski
Hammar skjold Special Needs Program	Derek DiBlasio
Mental Health Work Plan Year 1	Megan Tiernan
Equity and Inclusion Working Group Update	Michelle Probizanski
Summer Programs	AJ Keene
Accessibility Plan	David Wright
Special Education Plan	Lori Carson
Sherbrooke Public School JK/SK Pilot Program	Lori Carson/Wilma Kleynendorst/Terra Lofts/Leslie Hynnes
After Schools Skills Development Program	Lori Carson
6061 Administration of Oral Medication	Jeff Upton
Dilico Anishinabek Family Care	Wilma Kleynendorst
8075 Service Animals in Schools Policy	Michelle Probizanski

## 2.6 Professional Development

In September 2019, Liz Tod, Chair of the Special Education Advisory Committee, provided an Advocacy Training session to all members which outlined the role of advocacy and how members can assist students and families seeking support. Additionally, new members were provided with an overview of SEAC including its mandate and roll within the Board.

SEAC members are always 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. Additionally, members have the opportunity to share resources that may be of interest to SEAC members.

The following are some of the resources, workshops and events shared with SEAC members:

- Equity and Inclusion Working Group Update;
- Empower Program;
- Ontario Human Rights Commission Right to Read;
- World Autism Awareness Day;
- Downs Syndrome Awareness Day; and
- Canadian Vision Teacher's Conference.

## 2.7 SEAC Participation and Input

SEAC members were engaged in the process of providing information at the following events/input to inquiries:

- Kindergarten Registration Evening, January 27, 2020;
- Westgate CVI Open House Evening, February 13, 2020;
- Ontario Human Rights Commission Right to Read Inquiry;
- Public Affairs Association of Canada on SEAC input;
- Established "SEAC Leadership Award" within the Board;
- Sponsorship of a Special Olympics Draft and Athlete Program; and
- representation on the Success Advisory Committee and Parent Involvement Committee.

## 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 2019-2020 SEAC Work Plan.

## 2.9 Advocacy

An Advocacy memo was sent to all Lakehead District School Board schools for distribution to families as well as inclusion in newsletters and posting on school websites. Included with the memo was the document *Advocacy Information for Families*, attached as Appendix B.

SEAC members have acted as advocates to assist students and their families within our schools. Advocacy was provided for areas including relationships and communication between schools and families, how to access supports, processes and resource sharing.

## 2.10 Provincial and Board Involvement

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

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

- articles from SEAC members associations were forwarded to the schools for their monthly newsletters, and sharing on social media platforms;
- SEAC participated in the Kindergarten registration evening; and
- information posted to the SEAC website.

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.

SEAC members were informed of the opportunity to present a delegation to the Board regarding the budget that was unfortunately cancelled due to COVID-19.

SEAC members participated on committees when required. Mike Otway represents SEAC on the Parent Involvement Committee and the Success Advisory Committee, and Miranda Myers is the alternate.

## 2.11 Special Events

During 2019-2020, one SEAC meeting was to be held at a Lakehead Public Schools location. On February 26, 2020, the SEAC meeting was held at Hammar skjold High School. Derek DiBlasio, Principal, gave a presentation on the Hammar skjold Special Needs Program and provided a tour of the school.

As a result of a Parent Involvement Committee (PIC) funding opportunity, SEAC planned to host a Community Engagement Session at Westgate CVI in May 2020. Due to COVID-19, the session was not able to go ahead.



## 2.12 SEAC Input

On a regular basis, at SEAC meetings, input is requested of members on various topics. During the 2019-2020 school year, input was requested and provided by SEAC on the following:

- 4021 Assessment and Evaluation Policy;
- 6050 Food and Beverage Policy;
- 8075 Service Animals in Schools Policy;
- 6061 Administration of Oral Medication Policy;
- 2019-2020 Budget Deputation;
- Accommodations for school renovations and new build; and
- Special Education Plan.

## 3. Areas of Focus

SEAC will continue to promote and review the following:

- increase awareness of SEAC and its role;
- transition committees input/participation;
- Accessibility Plan;
- 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;
- implementation of 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 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
- input to current policies under review.

## 4. Recognition

Unfortunately, due to COVID-19 all SEAC Awards were cancelled.

5. Conclusion

SEAC supports the direction that Lakehead District School Board is taking in promoting parent/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,

KELLY MATYASOVSKY  
Vice Chair  
Special Education Advisory Committee

LIZ TOD  
Chair  
Special Education Advisory Committee

## SEAC Work Plan 2019-2020

## APPENDIX A TO REPORT 006-21

<b>Goal 1</b>	<b>Increase SEAC Awareness and Understanding of Schools and Special Education Programs and Services</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>invite two schools to present information on how they support students and provide a tour of facility; and</li> <li>hold SEAC meetings at schools that present.</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>SEAC members increase knowledge and understanding of services offered within the school community</li> </ul>		
<b>Timeline</b>	June 2020	<b>Responsible</b>	Chair, Vice Chair, Superintendent, Executive Secretary
<b>Record of Progress</b>  September 18, 2019 <ul style="list-style-type: none"> <li>Special Education team attended the September meeting and provided an overview of their portfolios.</li> <li>Options for school locations were discussed. A summary of past schools visited will be shared at the October SEAC meeting.</li> </ul> October 16, 2019 <ul style="list-style-type: none"> <li>Westmount Public School, Hammarskjold CVI and Sherbrooke Public School were identified as sites to host 2019-2020 meetings.</li> </ul> January 15, 2020 <ul style="list-style-type: none"> <li>Leslie Hynnes, Principal at Sherbrooke Public School, Terra Lofts, Children Centre Thunder Bay, Wilma Kleynendorst, Dilico, and Lori Carson, Special Education Officer presented information for the JK/SK Pilot Project at Sherbrooke Public School. Included in the presentation: inception of the program, collaboration efforts between the Board, schools and agencies, improved outcomes for students and next steps moving forward.</li> </ul> February 26, 2020 <ul style="list-style-type: none"> <li>The SEAC meeting was held at Hammarskjold High School. Derek DiBlasio gave a presentation on special needs supports within the school followed by a tour of the special needs facilities.</li> </ul>			

## SEAC Work Plan 2019-2020

## APPENDIX A TO REPORT 006-21

<b>Goal 2</b>	<b>Advocate for Students with Special Needs</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• respond to current opportunities to advocate for students and families (i.e. transition committees, other initiatives);</li> <li>• advocate for students and families through the SEAC Advocacy Program;</li> <li>• review and provide input into LDSB policies and corresponding procedures which are relevant to SEAC from September 2019 to June 2020 as outlined in the “Order of Policies for Development and Review”; and</li> <li>• invite policy review leads to attend and present policies and procedures at SEAC meetings.</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• SEAC members have access to a platform which allows them to provide input into LDSB policies and procedures.</li> </ul>		
<b>Timeline</b>	June 2020	<b>Responsible</b>	All SEAC Members
<b>Record of Progress</b>  September 18, 2019 <ul style="list-style-type: none"> <li>• Members suggested the following policies for review: <ul style="list-style-type: none"> <li>• 4021 Assessment and Evaluation;</li> <li>• 6050 Food and Beverage;</li> <li>• 6061 Administration of Oral Medication; and</li> <li>• 6062 Anaphylaxis and Medical Emergency Management.</li> </ul> </li> <li>• Board staff responsible for reviewing policies will be invited to present individual policies and provide SEAC a platform to offer input;</li> <li>• Advocacy tracking will be logged on a monthly basis;</li> <li>• A summary of monthly advocacy has been added as a standing item to monthly meetings. This will provide members an opportunity to understand trends and identify any gaps that may exist.</li> <li>• a sub-committee was created to review advocacy including: <ul style="list-style-type: none"> <li>• how to analysis advocacy date;</li> <li>• website information and how to inform parents of SEAC;</li> <li>• SEAC advocacy going forward;</li> <li>• how to communicate with parents, expand knowledge of SEAC and obtain feedback on what they need; and</li> <li>• recommendations will be brought back to a future SEAC meeting.</li> </ul> </li> </ul> October 16, 2019 <ul style="list-style-type: none"> <li>• The Advocacy Sub-Committee provided an update including: <ul style="list-style-type: none"> <li>• members will review all public school boards in the province to see how they advertise, what materials are available to the public and how SEAC is involved in advocacy; and</li> <li>• suggested simplifying SEAC materials that are available for families to clarify advocacy role of SEAC.</li> </ul> </li> <li>• Further updates will be provided as the sub-committee continues to explore SEAC’s role in advocacy.</li> <li>• 6062 Anaphylaxis and Medical Emergency Management was revoked in 2017. It was incorporated into Policy 6060 Prevalent Medical Conditions.</li> <li>• A new policy to address Service Animals in schools is being developed and will be shared at the next SEAC meeting.</li> </ul>			

## SEAC Work Plan 2019-2020

## APPENDIX A TO REPORT 006-21

<b>Goal 2</b>	<b>Advocate for Students with Special Needs</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• respond to current opportunities to advocate for students and families (i.e. transition committees, other initiatives);</li> <li>• advocate for students and families through the SEAC Advocacy Program;</li> <li>• review and provide input into LDSB policies and corresponding procedures which are relevant to SEAC from September 2019 to June 2020 as outlined in the "Order of Policies for Development and Review"; and</li> <li>• invite policy review leads to attend and present policies and procedures at SEAC meetings.</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• Advocacy tracking data-<i>practice discontinued January 15, 2020; and</i></li> <li>• SEAC members have access to a platform which allows them to provide input into LDSB policies and procedures.</li> </ul>		
<b>Timeline</b>	June 2020	<b>Responsible</b>	All SEAC Members
<b>Record of Progress</b>			
<p>November 20, 2019</p> <ul style="list-style-type: none"> <li>• David Wright, Superintendent of Business, presented information regarding the Accessibility Plan and noted that progress continues in the absence of a current plan. SEAC is identified as one of the groups who provides input into the plan and were asked to provide feedback to Robin Orr by December 2, 2019 for inclusion in an updated plan. The plan will be used for the Ministry information report due December 31, 2019.</li> <li>• The Advocacy Sub-Committee has been assigned a section of the province, and are in the process of reviewing how other boards are managing advocacy. An update will be provided at the January 15, 2020 SEAC meeting.</li> </ul> <p>December 11, 2019</p> <ul style="list-style-type: none"> <li>• Policy 8075 Service Animals in School was presented to members. Feedback can be submitted to the Director's office by January 3, 2020.</li> <li>• The Director's Office has requested SEAC representative to sit on the Success Advisory Committee. Members interested can contact Robin Orr.</li> <li>• Presenters will be invited to the January 15, 2020 SEAC meeting to present policies 4021 Assessment and Evaluation, and 6050 Food and Beverage.</li> </ul> <p>January 15, 2020</p> <ul style="list-style-type: none"> <li>• Policy 4021 Assessment and Evaluation was presented to the committee. Feedback can be submitted to the Directors Office by March 25, 2020.</li> <li>• Policy 6050 Food and Beverage was presented to the committee. Feedback can be submitted to the Directors Office by March 25, 2020.</li> <li>• Following an update from the Advocacy Sub-Committee, members agreed to continue providing individual advocacy; however, the practice of monthly advocacy tracking would be discontinued.</li> </ul> <p>February 26, 2020</p> <ul style="list-style-type: none"> <li>• An overview of the Draft Terms of Reference for the Equity and Inclusive Education Committee (EIEC) was shared. A representative from SEAC will be invited to be a member of EIEC. Mike Otway indicated interest.</li> </ul> <p>March 11, 2020</p> <ul style="list-style-type: none"> <li>• Policy 6061 Administration of Oral Medication will be released for constituent input on March 11, 2020. Jeff Upton will be invited to present the policy at the April SEAC meeting.</li> </ul> <p>May 20, 2020</p> <ul style="list-style-type: none"> <li>• Policy Administration of Oral Medication was presented to the committee. Suggestions were tabled and will be considered for the policy revision.</li> </ul>			

## SEAC Work Plan 2019-2020

## APPENDIX A TO REPORT 006-21

<b>Goal 3</b>	<b>Improve Parent / Guardian Knowledge of Special Education and SEAC, and Engage Parents in Supporting Their Child / Children</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>connect with Parent Involvement Committee and School Council Chairs to arrange presentation(s) about SEAC;</li> <li>inform parents/guardians of current Board initiative;</li> <li>in collaboration with PIC, host a joint parent/community engagement event in 2020-2021;</li> <li>finalize video(s) related to student supports and accommodations;</li> <li>include SEAC meeting dates under "Upcoming Events" on the main page of Lakehead Public Schools' website;</li> <li>send SEAC information out to community organizations (i.e. role, meeting dates).</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>feedback through event evaluation, presenter, and SEAC members;</li> <li>participation level in SEAC events;</li> <li>complete the development of videos and post to the Board website; and</li> <li>broader distribution of SEAC information within the community.</li> </ul>		
<b>Timeline</b>	June 2020	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary
<b>Record of Progress</b>			
<p>September 18, 2019</p> <ul style="list-style-type: none"> <li>2019-2020 SEAC meeting dates were added to front page of Lakehead Public Schools webpage under Upcoming Events.</li> <li>SEAC place cards were distributed to all schools to include with every IEP sent home.</li> <li>The first SEAC video "Bridget's Story" was released to the public and has been well received. A sub-committee was struck to determine parameters for a second SEAC video. Recommendations will be brought to a future meeting. Director MacRae has offered the support of PIC to assist with funding.</li> <li>PIC asked if advocacy training is available to parents and it was suggested PIC could be included in future training.</li> </ul> <p>November 20, 2019</p> <ul style="list-style-type: none"> <li>SEAC information will be included in secondary school course calendars which are sent home with Grade 8 students in January.</li> <li>Kindergarten registration will take place on January 27, 2020. Lori Carson, Trustee George Saarinen, Trustee Sue Doughty-Smith, Mike Otway and Suzanne Posthumus will attend to represent SEAC.</li> </ul> <p>January 15, 2020</p> <ul style="list-style-type: none"> <li>Members will be invited to attend a sub-committee meeting at 5:30pm, prior to a future SEAC meeting to discuss parameters for a SEAC video.</li> <li>Members discussed the possibility of establishing a SEAC Leadership Award. An outline will be shared at the next meeting.</li> <li>Members were asked to provide suggestions for potential guest speakers for a joint SEAC/PIC engagement session.</li> </ul> <p>February 5, 2020</p> <ul style="list-style-type: none"> <li>Members were invited to participate in secondary school open houses.</li> </ul>			

## SEAC Work Plan 2019-2020

## APPENDIX A TO REPORT 006-21

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<b>Strategies</b>	<ul style="list-style-type: none"> <li>• connect with Parent Involvement Committee and School Council Chairs to arrange presentation(s) about SEAC;</li> <li>• inform parents/guardians of current Board initiative;</li> <li>• in collaboration with PIC, host a joint parent/community engagement event in 2020-2021;</li> <li>• finalize video(s) related to student supports and accommodations;</li> <li>• include SEAC meeting dates under “Upcoming Events” on the main page of Lakehead Public Schools’ website; and</li> <li>• send SEAC information out to community organizations (i.e. role, meeting dates).</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• feedback through event evaluation, presenter, and SEAC members;</li> <li>• participation level in SEAC events;</li> <li>• complete the development of videos and post to the Board website; and</li> <li>• broader distribution of SEAC information within the community.</li> </ul>		
<b>Timeline</b>	June 2020	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary

### Record of Progress

February 26, 2020

- A draft outline of a SEAC Leadership Award was shared. Members approved the implementation of this award on an annual basis. One award in the amount of \$100 will be available to each secondary school beginning 2020. Funding will be provided through the SEAC annual budget. The criteria will be shared with secondary schools for inclusion in their award binders.
- Lori Carson provided an update on the Kindergarten registration evening. Students who registered received a t-shirt with graduate 2034 written on the back. Activities were available for children and the event was well attended. Attendees visited the SEAC table to request information.
- Carey Murphy attended Westgate CVI open house and noted most attendees were not aware of SEAC. Members explored ideas that would provide greater exposure for SEAC including a table at parent/teacher interview nights, request elementary schools inform families who have children transitioning to secondary schools that SEAC representatives will be available at open house and have SEAC representatives presence at other school events.
- Options to reference SEAC on the main page of the Board website will be explored.
- Dr. Mushquash has agreed to present at the SEAC/PIC Joint Community Engagement Event. Dr. Todd Cunningham will be contacted to see if he is available as the second presenter. The event will be planned for April or early May 2020.

March 11, 2020

- Members agreed to postpone the community engagement event until September 2020.

May 20, 2020

- Members were provided with an update on special needs students and online learning. Members provided suggestions including transition supports for students from elementary to secondary, training for parents and students, and synchronized learning.

## SEAC Work Plan 2019-2020

### APPENDIX A TO REPORT 006-21

<b>Goal 4</b>	<b>Ensure SEAC and Materials are Current</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• review and update binders on an annual basis (as needed);</li> <li>• review and update advocacy memo; share with schools, community partners and post on the Board website; and</li> <li>• maintain SEAC advocacy information, and other materials, which can be shared with students, parents / guardians and schools.</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• SEAC materials are current and available for easy access</li> </ul>		
<b>Timeline</b>	Ongoing	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary
<b>Record of Progress</b>  September 18, 2019 <ul style="list-style-type: none"> <li>• The 2019-2020 SEAC Advocacy memo was distributed to all schools to share on social media and with families;</li> <li>• 2019-2020 information has been updated on the SEAC webpage including: meeting dates, members, advocacy contract information; and</li> <li>• members were provided with handouts to update binder information.</li> </ul> January 15, 2020 <ul style="list-style-type: none"> <li>• Membership on the SEAC website was updated.</li> </ul>			



## SEAC Work Plan 2019-2020

## APPENDIX A TO REPORT 006-21

<b>Goal 5</b>	<b>Provide Input to the Board, organizations, agencies and committees as requested.</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Engage with other bodies to support special needs students.</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>Requests for SEAC engagement have been addressed.</li> </ul>		
<b>Timeline</b>	Ongoing	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary
<b>Record of Progress</b>			
<p>October 16, 2019</p> <ul style="list-style-type: none"> <li>OHRC has launched a Right to Read inquiry, and Lakehead District School Board has been identified as one of the eight boards from across Ontario to participate in the inquiry. Members interested in participating can contact OHRC.</li> </ul> <p>November 20, 2019</p> <ul style="list-style-type: none"> <li>Public Affairs Association of Canada on SEAC has requested individual SEAC member's participation in a survey to gather information on effectiveness of SEACs across the province.</li> </ul> <p>December 11, 2019</p> <ul style="list-style-type: none"> <li>An update was provided on the OHRC Right to Read inquiry and members were provided with a link to complete the survey.</li> </ul> <p>February 3, 2020</p> <ul style="list-style-type: none"> <li>Ministry Advisory Council on Special Education request to provide feedback to support discussion at upcoming meeting was shared with members. Input was collated and sent to MASCE.</li> </ul> <p>February 26, 2020</p> <ul style="list-style-type: none"> <li>As part of the budget process, David Wright, Superintendent of Business, presented information on the 2020-2021 budget and noted as a stakeholder, SEAC will be invited to present at the deputation evening and were asked to consider recommendations and priorities to bring forward.</li> <li>A draft Bullying Prevention and Intervention Plan template was shared, and members were asked for input.</li> <li>Members were provided with an update on the meeting held with lawyers representing the OHRC Right to Read inquiry. Carey Murphy and her son both spoke at the hearing.</li> <li>An overview of the Draft Terms of Reference for the Equity and Inclusive Education Committee (EIEC) was shared. A representative from SEAC will be invited to be a member of the EIEC. Mike Otway indicated interest.</li> </ul> <p>March 11, 2020</p> <ul style="list-style-type: none"> <li>The EIEC is still seeking a SEAC representative to be a member of the committee. Will follow-up with Mike Otway to see if he is interested.</li> <li>Members reviewed and approved the Budget Deputation. Liz Tod will present the deputation at the April 7, 2020 Budget Committee meeting.</li> </ul> <p>May 20, 2020</p> <ul style="list-style-type: none"> <li>OHRC Right to Read inquiry has released the survey for educations and it will be shared.</li> </ul>			

# Lakehead Public Schools

[www.lakeheadschools.ca](http://www.lakeheadschools.ca)



**Growing  
Character  
Together**

**Special Education Advisory Committee (SEAC) advocates are representatives from various local support associations/agencies, parents/guardians, or community members who have voluntarily agreed to support families as they navigate the Special Education system.**

**Families may choose to use an advocate any time they feel that they need extra support in understanding or contributing to their child's special education program. Use of an advocate early in the process may prevent difficulties later on.**

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

- Support families as they navigate the education system
- Share expertise and information
- Guide families in making informed decisions
- Build and maintain relationships between families and schools
- Be a part of the team that supports the child with special needs

## Learn

- About the child (strengths, needs, likes, dislikes)
- About the child's school experience
- About the family situation and needs

- Information
- Contact numbers of people or agencies who can help
- Tips to navigate the system

- Be a listening ear
- Attend meetings as a support to families
- Help to access services or equipment
- Help parents/guardians to interpret or understand documents (IEP, Assessments, IPRC)
- Support parental input into IEP's
- Help parents/guardians to create a portfolio for the student (see Transitions Handbook)
- Help parents/guardians feel comfortable in the school setting
- Help to resolve issues
- Create a list of questions the parent/guardian wants to ask

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## Special Education Advocacy

# The Role of the SEAC Advocate

### More Information

[www.lakeheadschoools.ca](http://www.lakeheadschoools.ca)

(807) 625-5126

## Supporting Parents/Guardians

If a member is contacted by a family or the school, advocates should follow the process outlined below.

**Listen** to the concerns of the family.

### Investigate

The advocate will explore the situation and determine the dynamics by answering the following questions:

#### Who has the family spoken with and what was the outcome?

- ask if the parent/guardian has spoken to the teacher
- ask if the parent/guardian has spoken to the facilitator
- ask if the parent/guardian has spoken to the Vice Principal/Principal

**If they respond that they have spoken with the above staff, ask what the outcome(s) of the discussions has been.**

#### What does the family want to accomplish?

- program change, acquire equipment, extra support, etc.

**Analyse** the situation in relation to the protocol and the comfort level of the parents/guardians. Seek out information or knowledge to educate the parents/guardians.

### Respond

Help the parent/guardian to follow the chain of communication. The ideal goal is to resolve concerns at the school level. If this is not possible, advise the parent/guardian to contact the Special Education Officer at (807) 625-5170.

### Outcomes

The advocate will strive to help to resolve concerns with the intention of achieving:

- The best possible educational experience for the student;
- Balance and student success;
- A positive, supportive relationship between the family and the school.

# Special Education Advocacy - Families

Lakehead Public Schools

Committed to the success of every student

[www.lakeheadschoools.ca](http://www.lakeheadschoools.ca)



## Special Education Advisory Committee



### 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.

### Confidentiality

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

Continued on reverse



# Special Education Advocacy

## Families

### Current SEAC Member Associations/Agencies

Anishnawbe Mushkiki

Autism Ontario

Children's Centre Thunder Bay

Child and Community Resources

Dilico - Anishinabek Family Care

Fetal Alcohol Support  
Information Network

OPTIONS Northwest

VIEWS - For The Visually Impaired  
Thunder Bay Region

VOICE for Hearing Impaired Children

### Two Community Representatives

### More Information

[www.lakeheadschoools.ca](http://www.lakeheadschoools.ca)

(807) 625-5126

## 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 to 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.