



Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

ANNUAL BOARD MEETING

**Tuesday, December 4, 2012
Jim McCuaig Education Centre
6:00 p.m. – in the Board Room**

Catherine Siemieniuk
Director of Education

AGENDA

- | | | | |
|-----|--|----------------------------|-------|
| 1. | Call to Order | | |
| 2. | Election of Chair of the Board | Director | |
| 3. | Election of Vice Chair of the Board | Chair | |
| 4. | Election of a Member and Alternate of the Coordinating Committee | Chair | |
| 5. | Aboriginal Education Advisory Committee Annual Report (004-13) | S. Tardif/
S. Pharand | 1-5 |
| 6. | Special Education Advisory Committee Annual Report (003-13) | T. Graham-Horton | 6-17 |
| 7. | Parent Involvement Committee Annual Report (002-13) | S. Stewart | 18-21 |
| 8. | Annual Report to the Lakehead District School Board on Public Library Activities for 2012 (006-13) | B. Donnelly | 22-25 |
| 9. | Trustee Appointments to Board Committees – 2013 (005-13) | C. Siemieniuk | 26-27 |
| 10. | Director's Annual Report 2012 (001-13)
- Brochure available at the meeting | C. Siemieniuk
+ 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

2012 DEC 04
Report No. 004-13

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

RE: ABORIGINAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

1. Background

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

2. Situation

- 2.1 The Aboriginal Education Advisory Committee is comprised of a group of individuals from diverse backgrounds.
- 2.2 The cultural spirit of this unique committee is reflected in the integration of Aboriginal protocols such as opening and closing exercises by an Aboriginal Elder and a Métis Senator.

2.3 The 2012-2013 meeting schedule was approved at the June 22, 2012 meeting.

2.4 The Aboriginal Education Advisory Committee is presently comprised of:

NAME	AFFILIATION
MEMBERS:	
BEARDY, Kathy	Community/Agency
CROMARTY, Elliott	Community/Agency
ESSEX, Serena	Parent/Guardian
FONTAINE, Pauline	Elementary Principal
GORDON, Tiffany	Parent/Guardian
LUKINUK, Lori	Trustee
O'MEARA, Sylvia	Parent/Guardian
PHARAND, Sherri-Lynne	Superintendent – Director Designate
TARDIF, Suzanne	Parent/Guardian
VINCENT, Margaret	Parent/Guardian
WAWIA, Dolores	Co-Chair
WHITE-KOKEZA, Beverley	Parent/Guardian
WILLOUGHBY, Lindsay	Student c/o Superior C.V.I.
ALTERNATES:	
DEROY, Audrey	Community/Agency
PLAYFORD, Jack	Trustee
SAARINEN, George	Trustee
RESOURCE:	
CHAMBERS Ellen	Elementary
EDDY, Suzanne	Secondary Vice Principal
FARRELL-MORNEAU, Amy	Aboriginal Community Liaison Officer
GUILLET, JoJo	Aboriginal Education Resource Teacher
HARDY, Agnes	Elder
HILL, Judy	Executive Secretary
MCKAY, Robert	Senator
TABOR-JOHN, Robin	Program Co-ordinator
WALTER-ROWAN, Nicole	Program Co-ordinator

2.5 In 2012, three new appointments to the committee were approved by the Lakehead District School Board.

A Chair is elected annually at the December meeting.

2.6 Over the past year, AEAC has been instrumental in providing advice and guidance to the sustainability of Lakehead District School Board's Urban Aboriginal Education Project.

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

Topic	Presenter(s)
Assessment and Evaluation	Nicole Walter-Rowan
Supporting Indigenous Learning at Ecole Gron Morgan Public School	Denise Baxter/Jo-Anne Giertuga
Thunder Bay Indian Friendship Centre	Anthony Shapwaykeesic/Alarice Petawanikweb
2012-2013 Budget Presentation	Kathy Pozihun/Kirsti Alaksa
Churchill Student Presentation	Vicki Shannon/Storm Walmsley
Tutor in a Cultural Environment Pilot Project at Sir Winston Churchill High School	Jane Lower/Patricia Linklater
Learning Through the Arts	Crystal Nielsen/Amy Farrell
Professional Development	Dawn Aho
Algonquin School Aboriginal Day	Darren Lentz
Books for Life	Susan Lieske
Feedback from Summer Literacy Program	Robin Tabor-John/Jasmine Sgambelluri
Operational Plan	Cathi Siemieniuk
Staff Professional Development	JoJo Guillett

- 2.8 The Aboriginal Education Advisory Committee provided input to the Board's 2012-2013 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 and Armstrong Public School, along with an evening Native Language course being offered through the Lakehead Adult Education Centre. As well, the Native Language pilot is continuing at Algonquin Avenue and Ecole Gron Morgan Public Schools for the 2012-2013 school year. The pilot was expanded to include Grade 6 students at Ecole Gron Morgan Public School.
- 2.11 The Advisory Committee has been instrumental in directing and supporting initiatives in Aboriginal Education such as the delivery of the Tutor in a Cultural Learning Environment pilot from spring 2012 which has now been expanded to all high schools, the continuance of the Aboriginal Parent/Guardian Advocacy Program, Community Partnerships, Cultural Awareness through Professional Development, Cultural Programming, Aboriginal Role Models, Cultural Sensitivity Training, Welcoming School Environments and increasing the Aboriginal presence in our schools.

The priorities identified are aligned with the Committee's three year 2011 - 2014 work plan.

- 2.12 Reaching out to parents is important for the success of Aboriginal students. This year, AEAC, through funding provided by the Parent Involvement Committee, has had translated six main sections of the Lakehead Public Schools' website into Ojibwe (syllabics and roman orthography).
- 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 Elders/cultural resource people, Learning Through The Arts, Aboriginal Role Model Initiative, Aboriginal Transitions Committee and Aboriginal Parent/Guardian Volunteer Advocacy Program.
- 2.14 The Aboriginal Transitions Committee has created a pilot form intended for secondary Administrators and Student Services staff to determine some of the needs and educational background of Aboriginal Students from remote communities transitioning into the secondary system in order to promote greater academic success for those students.
- 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 work toward the Nationally celebrated event on June 21st, and the Northwestern Ontario Aboriginal Youth Achievement and Recognition Awards Committee who work toward the same-named event held mid-May to celebrate our youth and community.
- 2.16 With a revised title now reading "Aboriginal Presence in Our Schools: A Cultural Resource for Staff", this resource document has undergone updating and additions in many areas including the Métis and Inuit cultures. With this in mind, a call was sent out to secondary schools for a new cover for the newly revised resource which was well received. Submissions for the cover had two requirements: that the cover contain the image of the Sleeping Giant and that it be representative of the Aboriginal culture (First Nations, Métis, and Inuit). A Grade 10 student from Superior C.V. I., Christa Campell's vibrant and symbolic artwork was AEAC's choice as the winning submission. A celebration of all student artwork submissions is planned for February 2013.
- 2.17 The Aboriginal Education Resource Teacher position(s) provides support at elementary and secondary schools through literacy coaching for elementary teachers, support for secondary Native Studies and Native Language teachers and Aboriginal Student Success teachers. The resource teachers have also been instrumental in the development and delivery of Board and school-wide professional development. This professional development has been instrumental in beginning to enable staff to incorporate indigenous knowledge into the Ontario curriculum and to meet the needs of Aboriginal students.

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.

3.0 Conclusion

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

Miigwetch.

Respectfully submitted,

DOLORES WAWIA
Co-Chair
Aboriginal Education Advisory Committee

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

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 DEC 04
Report No. 003-13

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) ANNUAL REPORT

1. Background

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

2. Situation

- 2.1 As the term of office for representatives of associations or organizations coincides with the term of the Board, an advertisement was placed in The Chronicle Journal and The Source for SEAC representatives for the term of Office December 2010 to November 2014. Agencies/Organizations nominated members and alternate members to SEAC.
- 2.2 The current Special Education Advisory Committee has been active since December 2010. Annually a Chair and Vice Chair are elected. The current Chair is Theresa Graham and the current Vice Chair is Miranda Myers. The Superintendent responsible for Special Education, Colleen Kappel, acts as secretary and advisor to the Committee.
- 2.3 The Special Education Advisory Committee is presently comprised of eight members (one representative from each of six associations) and two Trustees. SEAC members are:

Name	Association/Organization
1. Laura Sylvestre	Autism Ontario - Thunder Bay & District Chapter
2. Colleen Valiquette Janyelle Roberts (alternate)	Community Living Thunder Bay
3. Theresa Graham Terry Skinner (alternate)	Children's Centre of Thunder Bay
4. Miranda Myers David Fulton (alternate)	Fetal Alcohol Support Information Network
5. Mike Otway Heather Conrad (alternate)	VOICE for Hearing Impaired Children
6. Sheila Marcinyshyn Martha Mawakeesic (alternate)	Anishnawbe Mushkiki
7. Marg Arnone Ron Oikonen (Alternate)	Trustee
8. Pat Johansen Jack Playford (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 December 2011 to November 2012:

Topic	Presenter(s)
Teacher Leadership Learning Program (TLLP) Anxiety Project	Darryl Fawcett
Assessment and Evaluation Policy	David Isherwood
Mental Health Initiative	Lori Carson
2012-2013 Budget	Kirsti Alaksa
EQAO Results	Andrea Pugliese Robin Tabor-John Paul Tsekouras
VOICE	Norah-Lynn McIntyre
Equity and Inclusive Education Policy	Charles Bishop
I Am NORM Projects	Video Productions
Tragic Events Team	Deanna Hannaford Debra Parks
Operational Plan	Catherine Siemieniuk
Mental Health Initiative	Lori Carson Dr. Mary-Beth Minthorn-Biggs
Restorative Practices	Charles Bishop

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:

- Anishnawbe Mushkiki Family Winterfest @ Fort William Historical Park on February 11, 2012;
- VOICE Conference in Guelph, Ontario on May 5, 2012;
- FASIN Training Session @ Dilico Anishinabek Family Care;
- FASD Conference & FASD Day, September 7, 2012; and
- Autism Awareness Walk, October 13, 2012 @ Boulevard Lake.

2.7 SEAC Participation and Input

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

- Kindergarten Registration Evening on February 6, 2012;
- Special Education Review Focus Group on March 27, 2012; and
- Parent Involvement Committee Evening Event on October 22, 2012.

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 2011-2012 SEAC Work Plan.

The current 2012-2013 SEAC Work Plan is also attached as Appendix B.

2.9 Advocacy

2.9.1 An Advocacy Memo was distributed to parents/guardians of students with Special Needs in October 2012. Included with the memo is the document, *Advocacy Information for Families*, which is attached as Appendix C.

2.9.2 An Advocacy Tracking template was developed for use by SEAC members.

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

2.9.4 At each SEAC meeting, members record their advocacy over the course of the month. From December 2011 to November 2012, eight members/alternate members provided advocacy on twenty-nine occasions to parents/guardians either by phone, in person, in group participation, or via email.

2.9.5 A goal of SEAC in the 2012-2013 Work Plan is to develop an Advocacy Training Plan for SEAC members to receive orientation and training to better assist as advocates to parents/guardians of students with special needs.

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, OPSOA, 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:
<http://www.lakeheadschoools.ca/speced/seac>

2.10.2.3 SEAC provided a submission to The Chronicle Journal Kid's Page on October 29, 2012.

2.10.2.4 SEAC has submitted an advertisement in the Winter Key to recruit additional members.

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. Theresa Graham represented SEAC at the Budget Committee deputation meeting on April 17, 2012.

2.10.5 SEAC members participated on committees when required.

<ul style="list-style-type: none">• Miranda Myers• Colleen Valiquette	<ul style="list-style-type: none">• Parent Involvement Committee Member• Parent Involvement Committee Alternate Member
--	---

2.11 Partnerships

As a result of a Parent Involvement Committee (PIC) Funding opportunity, SEAC partnered with the Equity & Inclusive Education Strategy to present Mr. Dick O'Brien's *Raising Resilient Children* presentation for parents/guardians, staff and community partners on May 7, 2012 at Superior CVI. There were 175 people in attendance at the event. Based on feedback, the presentation was well received by all who attended. As a result of the partnership and 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 2011-2012 school year, input was requested and provided by SEAC on the following:

- Special Education Policy 5010 Review;

- Assessment and Evaluation Policy 4021 Review;
- Administration of Medication Policy 6061 Review;
- Anaphylaxis and Medical Emergency Policy 6062 Review;
- Special Education Program Review;
- Equity and Inclusive Education Policy Review;
- Special Education Plan; and
- FASIN/Norwest Community Health Centres Survey for parents/guardians with FAS children.

2.13 Ministry of Education – Request for SEAC Resources

SEAC received a request from the Ministry of Education, Special Education Policy and Programs Branch, who were collecting current practices and resources from SEAC's to post on the Ministry of Education website to assist district school Board SEAC's in the areas of orientation, training, meetings, recruitment and public engagement. SEAC provided the following resources to the Ministry of Education:

- Copy of the current SEAC Work Plan;
- SEAC Advocacy – Information For Families Document;
- SEAC Advocacy Tracking Template;
- Copy of the SEAC Poster and Bookmark;
- Information that is contained in the SEAC Resource Binder;
- Special Education Pamphlets;
- Information about school newsletter submissions;
- Information about the SEAC Kid's Page in The Chronicle Journal;
- Information about the SEAC Speaker Events;
- Information about the Kindergarten Registration Evening; and
- Information about the SEAC Web page.

3. SEAC Vision Statement

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

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

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

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

- Accessibility Plan;
- Attitudinal Barriers;
- Communication with community and system;
- Equity and Inclusive Education;

- Professional development of facilitators, educational assistants, teachers, SEAC members and other staff dealing with children with special needs;
- Safe Schools;
- Advocacy;
- Support of “Fair Start”;
- Implementation activities related to programs and services supporting the learning of students with special needs;
- Decisions of the current government as it affects children with special needs and all children in the province;
- Community workshops and activities geared toward Special Education parents/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.

5. 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,

MIRANDA MYERS
Vice Chair
Special Education Advisory Committee

THERESA GRAHAM
Chair
Special Education Advisory Committee

SEAC 2011-2012 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Survey parents to see if parents are aware of SEAC	Survey @ Raising Resilient Children Event	May 7, 2012	SEAC Members	Number of Respondents	Question on Feedback Form @ Raising Resilient Children, indicated 47.5% of those who responded were aware of SEAC prior to the presentation.

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
SUPPORT THE Roll out of the "I AM NORM" campaign	Suggest "I AM NORM" initiative to schools as a project with E&I Strategy	2011-2012 School Year	E&I Strategy and Implementation Committee	<ul style="list-style-type: none"> Well received by school communities 	13 schools participated in the program by completing an I Am Norm project.
Host event – PIC Funding	Raising Resilient Children with Dick O'Brien – SEAC/PIC Funded Event	May 7, 2012	Superintendent of Education	<ul style="list-style-type: none"> Well attended by parents/guardians and community 	175 attended the event, with 125 feedback forms completed which indicated the event was well received.

SEAC 2011-2012 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Revise IPRC, IEP and Special Education Pamphlets	Schedule Ad Hoc Committee Meeting(s) to review pamphlets		Special Education Resource Teacher SEAC Members Special Education Officer	<ul style="list-style-type: none"> New pamphlets will be available in the schools 	Move to 2012-2013 Work Plan
Provide input to the Special Education Review	<ul style="list-style-type: none"> SEAC members attend Focus Group Session 	2011-2012	SEAC Members	<ul style="list-style-type: none"> Receive input to Special Education Review 	Complete – Focus Group Session Held March 27, 2012
SEAC will maintain, with the potential to increase the involvement with policy feedback each year	<ul style="list-style-type: none"> SEAC will select a minimum of two policies to address: Extended Field Trip Policy Administration of Medication Policy Special Education Policy Equity & Inclusive Education Policy 	Annually	SEAC Members Superintendent of Education	<ul style="list-style-type: none"> Minimum of two policies are reviewed. Feedback is provided for the identified policies. 	<ul style="list-style-type: none"> Input provided to Extended Field Trip Policy & Procedures Input provided to Special Education Policy & Procedures Input provided to the Assessment & Evaluation Policy Input provided to Equity & Inclusive Education Policy

SEAC 2012-2013 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Revise IPRC, IEP and Special Education Pamphlets	Schedule Ad Hoc Committee Meeting(s) to review pamphlets		Special Education Resource Teacher SEAC Members Special Education Officer	<ul style="list-style-type: none"> New pamphlets will be available in the schools 	

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Improve Knowledge and Awareness of Advocacy for SEAC Members	<ul style="list-style-type: none"> Training at SEAC meetings Develop checklist 	Jan 2013	SEAC Members Chair of SEAC Superintendent	Completed checklist Develop training manual	

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Sponsorship of Speaking Event	PIC Funding Received				
SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
SEAC will maintain, with the potential to increase their involvement in policy feedback each year	<ul style="list-style-type: none"> SEAC will select a minimum of two policies to address: Equity & Inclusive Education Harassment & Human Rights 	Annually	SEAC Members Superintendent of Education	<ul style="list-style-type: none"> Minimum of two policies are reviewed. Feedback is provided for the identified policies 	

SEAC 2012-2013 Work Plan

SMART GOAL	Strategies	Timeline	Responsibility	Indicators of Success	Record of Progress
Increase Agency and/or Organization Membership in SEAC	<p>Include recruitment information in SEAC Kid's Page Submission</p> <p>Provide information for School Newsletters to recruit members</p>	<p>Oct 29/12</p> <p>2012-2013 school year</p>	<p>SEAC Members</p> <p>Executive Secretary</p>	Membership is increased	

Special Education Advocacy - Families

Lakehead Public Schools

Your Children Our Students The Future

www.lakeheadschoos.ca



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

Special Education Advisory Committee



Your Children Our Students The Future



Integrity Acceptance Responsibility

Empathy Respect

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

Agencies

Anishnawbe Mushkiki

Autism Ontario - Thunder Bay and District

Children's Centre Thunder Bay

Community Living Thunder Bay

Fetal Alcohol Support/Information Network

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 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.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 DEC 04
Report No. 002-13

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 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 2011-2012 Parent Involvement Committee was comprised of the following members:

Member's Name	Group Represented
Beverley White-Kokeza Serena Essex	Aboriginal Education Advisory Committee (AEAC) Alternate AEAC Representative
Mary Lahti Gerry Leach Angela Meady	Community Representative Community Representative Community Representative
Gail Iwanonkiw Vishnu Kowlessar Sheila Stewart Susie Splett Sharlene Neill-Nugent Joanne Waddington	School Council Representative School Council Representative School Council Representative School Council Representative Alternate School Council Representative Alternate School Council Representative
Kelly Gallagher Laura Macgowan Nathalie Ferguson Jacqui Wheatley	Parent Member Parent Member Alternate Parent Member Alternate Parent Member
Miranda Myers	Special Education Advisory Committee (SEAC)
Laurel Moir Rima Mounayer	Principal Representative Alternate Principal Representative
Nicole Walter Rowan Robin Tabor-John	Teacher Representative Alternate Teacher Representative
Marg Arnone Pat Johansen	Trustee Representative Alternate Trustee Representative
Catherine Siemieniuk	Director of Education
Kathryn Hantjis	Executive Assistant

- 2.2 Seven meetings were held this year. The Chair and Vice Chair were elected in December 2011. In addition to the meetings, two events and two policy input sessions were held.
- 2.3 On April 2, a Spring Event was held at the Current River Community Centre. Two School Council members and the Principal of each school were invited. The evening included informal discussion focusing on communications and ways to better engage with parents, and opportunities to share successes and challenges. The event was well received and feedback collected indicated a desire for similar sessions.
- 2.4 On October 22, a School Council Orientation event was held and the Airline Hotel & Conference Centre. Two School Council members and the Principal of each school were invited. The evening included expos and networking, a keynote address by the Director of Education, and carousel sessions focusing on regulations and realities for School Councils, communication strategies, PRO grants and fundraising.
- 2.5 Policy input sessions held prior to the March 5 and May 14 PIC meetings provided an opportunity for School Council Chairs and Parent Involvement Committee members to receive information and give input to the following Policies:

- 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure;
 - 8012 Fundraising;
 - 8073 Dress Code; and
 - 9020 Library Resource Centre.
- 2.6 Regular meetings included opportunities to receive information and to give feedback on topics, such as:
- school climate surveys;
 - input to Policy & Procedures 4021 Assessment & Evaluation and 6070 Video Surveillance;
 - Communications strategy;
 - Operational Plan;
 - 2012-13 Budget;
 - wireless protocol;
 - advice on system supports for parent engagement; and
 - the Director's Report (an item on all agendas).
- 2.7 The Parent Involvement Committee provided input to the Board's 2012-13 Budget on April 17.
- 2.8 Funding was provided to AEAC and SEAC to support activities for parents. AEAC funding was used to hire a translator to translate six main sections of the Lakehead Public Schools website into Ojibway syllabics and Roman orthography. SEAC partnered with the Equity and Inclusive Education Strategy and sponsored Mr. Dick O'Brien to speak to parents and community members on May 7.
- 2.9 A communications plan was developed and resulted in the production of tip sheets and advertising directed at parent education during the 2011-12 school year.
- 2.10 A communications ad hoc committee was struck during the year to make recommendations to PIC on the communication approach options available for School Councils and parents. The committee contributes to the PIC annual work plan and provides regular updates at PIC meetings.
- 2.11 During the year, Parent Involvement Committee was represented by:
- Gail Iwanonkiw as PIC representative on the Success Advisory Committee;
 - Mary Lahti at a Special Education Program Review focus group in March;
 - Susie Splett as PIC representative of the School Year Calendar Committee; and
 - Several members as PIC representatives at Kindergarten Registration Night.

3. Provincial Involvement

Mary Lahti and Vishnu Kowlessar attended the Third Annual PIC Symposium in April in Toronto and provided information to the members upon their return. Kelly Gallagher attended a Ministry of Education consultation session on the 34 credit cap.

4. Conclusion

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

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

The 2012-2013 Parent Involvement Committee held its first meeting on November 19, 2012.

Respectfully submitted,

SHEILA STEWART
2011-2012 Vice Chair

KELLY GALLAGHER
2011-2012 Chair
Parent Involvement Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 DEC 04
Report No. 006-13

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 2012 (006-13)

1. Statistical Overview

- 1.1 Overall Uses:
 - Overall uses of your public library for 2011 – 3,199,459
- 1.2 Yearly Circulation Statistics:
 - 2011 = 823,351
- 1.3 Registered Children and Youth Memberships (September 1, 2011 to August 31, 2012):
 - Children (12 and under) = 774*
 - Youth (13 - 17) = 131*
- 1.4 Total Number of Children and Youth Memberships (to August 31, 2012):
 - Children (12 and under) = 12,010*
 - Youth (13 - 17) = 5,614*
- 1.5 Children and Youth Program Attendance:
 - 653 programs
 - 19,787 participants
- 1.6 Average Attendance of Children and Youth Programs:
 - 30.3 per program
- 1.7 In Library and In School Class Visits (September 2011 to June 2012):
 - 59 class visits
 - 2,532 participants

* includes juvenile limit and non-resident members commencing 2009

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

2.1 Class Visits and Thunder Bay Transit

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

2.2 Readers are Leaders

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

2.3 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 also offer our own reading groups for children who cannot participate through a school program. Participation exposes children to some of the best recent Canadian literature written for their age. For the first time, a Forest of Reading Event was held in May at the Canadian Lakehead Exhibition grounds. Hundreds of children participated, library staff were on the organizing committee and volunteered in all areas. A display was created to honour the ten year anniversary of the Blue Spruce Reading Program. Children met the authors and illustrators in workshops, autographing sessions, and in a ceremony which announced the provincial and local winners. The Ontario Library Association will be partnering with the Library and local school boards to offer this program once again in May 2013.

2.4 Early Literacy

We were one of a few Ontario research sites selected for a Federation of Ontario Public Libraries review pertaining to fostering early literacy and pre-school readiness. The following are quotes from the executive summary: *"the library-based exposure to literature appears to have contributed to children's enthusiasm for literature"* and *"the early literacy programs have been particularly strong in meeting parents' goals of fostering children's school readiness and their motivation to read"*. The Library continues its early literacy role by offering literacy programs for infants, toddlers, and preschoolers. The focus is on vocabulary development, awareness of rhymes and sounds of language, and reading comprehension by introducing the following series: Baby Bumblebees, Beginning with Books, Tales for Twos, and Preshool Storytime.

2.5 Summer Reading Game

The theme for the 2012 Toronto Dominion Bank's Summer Reading Club was "Imagine". Children were encouraged to use their imagination and access the special website with activities to keep children engaged. Students from Junior Kindergarten through Grade 4 signed up to track their reading throughout July and August receiving weekly incentives for their efforts, including a Boston Pizza Kids Meal coupon. Participants typed in secret codes on the website, found on each weekly sticker, activating fun visuals and literacy games. The program supports children's reading during the summer. Various studies report that participation in a summer reading program is a prime indicator of school success over the following year.

2.6 Aboriginal and First Nations Related Activities

For the First Nations' Public Library Week in February, the Library brought in Joseph McLellan, author and storyteller of the Nanabozo picture books. We partnered with Dawn Aho, Lakehead Public Schools' teacher, who introduced Mr. McLellan to several schools including: McKellar Park Central, Sherbrooke and Algonquin Avenue Public Schools. Turtle Island Tales, a monthly storytelling and activity program presented by Serena Essex from the Indian Friendship Centre, has become a regular feature at Thunder Bay Public Library. These activities offered a unique experience for children from all backgrounds to participate in Aboriginal traditional stories and culture. The Library developed colouring sheets based on Woodland-style images created by the students who entered the Library's Art Contest. The colouring sheets were incorporated into our outreach Aboriginal events such as "Library on the Loose", community events, and other occasions.

2.7 Outreach

Staff spoke to parent groups, students, and teachers during Literacy Nights and For the Love of Books workshops. We participated in the system-wide Kindergarten Information Night at the Valhalla Inn and various Welcome to Kindergarten evenings in elementary and secondary schools. The Library participated in a writing contest and provided space for the award presentations.

2.8 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.

2.9 Virtual Library

For younger students, we have been demonstrating the "Kids Catalog" which is picture-based and reflective of our collection and of our region. The imagery we use incorporates local sights, people, and animals. The Library provides guidance in using childrens' databases such as PebbleGo (primary grades), KidsInfoBits, and other useful tools for elementary school research. Database demonstrations are used for class visits, Literacy Nights, and information sessions. Extensive back-file volumes have been added to the Literature Criticism Online Database. A PCensus database has been incorporated which

provides user-friendly access to Census data and relevant data on Canadian spending and business trends.

2.10 Co-op Student Partnerships

We hosted a student from Sir Winston Churchill Collegiate and Vocational Institute at the Brodie Resource Library to assist with digitizing paper records.

2.11 School E-News

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

2.12 10 Ways to Prepare for Kindergarten

The Library was included in the 2012 Lakehead Public Schools' "10 Ways to Prepare for Kindergarten" video. The ten tips mentioned in the video are designed to assist children with their transition to school. Number seven was "Learn at Home" and included a suggestion to visit the Thunder Bay Public Library. Video and photographs were taken at the Waverley Resource Library for this project.

3. Closing

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

Respectfully submitted,

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

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 DEC 04
Report No. 005-13

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

RE: TRUSTEE APPOINTMENTS TO BOARD COMMITTEES – 2013

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 2013 have been determined and are included as Appendix A to Report No. 005-13.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the Trustee Appointments to Board Committees – 2013 as set out in Appendix A to Report No. 005-13.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education



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

TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2013		Arnone	Johansen	Lukinuk	Massaro	Oikonen	Playford	Saarinen	Wilson
1.	STATUTORY COMMITTEE								
1.1	Special Education Advisory Committee (SEAC) (2 Trustees + 2 Alternates)	X	X			A	A		
1.2	Supervised Alternative Learning (SAL) (1 Trustee + 1 Alternate)				A		X		
1.3	Suspension Appeals/Expulsion Committee (3 Trustees + 3 Alternates)	X		X	A	A	X		A
1.4	School Year Calendar (1 Trustee)		X						
1.5	Parent Involvement Committee (1 Trustee + 1 Alternate)	X	A						
1.6	Audit Committee – up to a four year commitment (3 Trustees)		X		X				X
2.	COLLECTIVE AGREEMENT								
2.1	Elementary Teacher/Board Committee of Review (1 Trustee)			X					
3.	OTHER BOARDS								
3.1	Ontario Public School Boards' Association (OPSBA) Board of Director and voting delegate (1 Trustee + 1 Alternate)						A	X	
4.	OTHER COMMITTEES								
4.1	Principal Selection Process (1 Trustee + 1 Alternate)	A		X					
4.2	Aboriginal Education Advisory Committee (1 Trustee + 2 Alternates)	X		A		A			
4.3	OPSBA Awards Selection Committee (3 Trustees)	X	X			X			
4.4	Success Advisory Committee (1 Trustee + 1 Alternate)	A							X
4.5	Board Development Committee (3 Trustees)		X	X			X		
4.6	OPSBA Director Liaison Committee (All Trustees)	X	X	X	X	X	X	X	X
4.7	Student Transportation Services of Thunder Bay (STSTB) (1 Trustee + 1 Alternate)							X	A
5.	ELECTED COMMITTEE MEMBERS AT ANNUAL MEETING								
5.1	Coordinating Committee (Chair, Vice Chair + 1 elected Trustee + 1 Alternate)								

* A = Alternate C = Chair VC = Vice Chair

November 2012

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 DEC 04
Report No. 001-13

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

RE: DIRECTOR'S ANNUAL REPORT 2012

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 2012.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education