



Office of the Director

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

STANDING COMMITTEE
Tuesday, June 10, 2014
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

PUBLIC SESSION
7:30 P.M. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 6:00 p.m. (SEE ATTACHED AGENDA)		
6. Delegations/Presentations		
6.1 Woodcrest Public School - <i>Ecological Education - Community/School Garden</i>	C. Kappel	1-4
7. Confirmation of Minutes		
7.1 Standing Committee Meeting - May 13, 2014	K. Wilson	5-8
8. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

<u>MATTERS NOT REQUIRING A DECISION</u>		<u>Resource Person</u>	<u>Pages</u>
9.	Information Reports		
9.1	Health and Safety Semi-Annual Report (058-14)	I. MacRae	9-11
9.2	French as a Second Language (FSL) (077-14)	S. Pharand	12-14
9.3	Aboriginal Education Advisory Committee Meeting Minutes - March 20, 2014	S. Pharand	15-19
9.4	Alternative Schools Review Committee Report (075-14)	C. Kappel	20-46
9.5	Special Education Advisory Committee Meeting Minutes - April 16, 2014	C. Kappel	47-49

10. First Reports

MATTERS FOR DECISION:

11. Postponed Reports

12. Ad Hoc and Special Committee Reports

13. New Reports

- | | | | |
|------|---|-----------|-------|
| 13.1 | Special Education Advisory Committee (SEAC) Request for Approval of Correspondence (074-14) | C. Kappel | 50-57 |
|------|---|-----------|-------|

It is recommended that Lakehead District School Board approve the request from the Special Education Advisory Committee (SEAC) to send correspondence of support to the Minister of Education, Minister of Children and Youth Services, and the Minister of Health and Long Term Care as outlined in Report No. 074-14.

14. New Business

15. Notices of Motion

16. Information and Inquiries

17. Adjournment

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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STANDING COMMITTEE
Tuesday, June 10, 2014
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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:00 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - April 8, 2014	K. Wilson	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	D. Massaro	Verbal
5.3.2 Personnel Matter	C. Kappel	Verbal
5.3.3 Legal Matter	C. Kappel	Verbal
5.3.4 Personnel Matter	I. MacRae	Verbal
5.3.5 Negotiations Update	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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



CELEBRATING STUDENT ACHIEVEMENT

School: Woodcrest Public School

Title of Initiative: Ecological Education – Community/School Garden

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<ul style="list-style-type: none"> • Broke ground in 2011/2012 (TLLP Funding) • Original Blueprint designed in a student contest <ul style="list-style-type: none"> • (20 m by 30 m) • 3 main divisional areas: <ul style="list-style-type: none"> • Indigenous forest plants (North section) • Vegetables (10 raised plots) • Fruits • Memorial Butterfly Garden • Raised pyramid • 4 concrete benches + 2 composters + 2 water barrels
<p>2. Rationale for selecting the initiative</p>	<ul style="list-style-type: none"> • Using the schoolyard as a classroom, reconnect learners with the natural world and the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate throughout the curriculum • Learning Skills: <ul style="list-style-type: none"> • Responsibility (ownership = decreased vandalism) • Independent Work (gain self-confidence) • Initiative (new ideas welcome + taking risks) • Organization (following plans to complete tasks) • Collaboration (patience, cooperation, and social skills) • Self-Regulation (reflection on strengths and weaknesses of others + perseverance) • Great resource for engaging learners in expanding their critical literacy and numeracy skills by using the natural environment as a 'text'. • The stimulation of the five senses through various garden activities allows for a greater understanding and an imbedded knowledge for a life time (life skills). • Importance of food security • Differentiated instructional approaches • Responding to the needs of the learner

Components of Initiative	School's Details
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • Improved student achievement • Learners and educators making meaningful connections with the environment • Share learning together • Release of responsibility • Connects ideas to student interest and to their lives beyond the classroom • Student engagement increased • Healthy Schools initiative • Many subject areas embedded in the Garden
4. Description of the data used	Not applicable at this time
5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • How the Garden is used by the school: Ecological Education • Science Curriculum: <ul style="list-style-type: none"> • Grade 1: Needs and Characteristics of Living Things & Daily and Seasonal Changes • Grade 2: Air and Water in the Environment • Grade 3: Growth and Changes in Plants, Soils in the Environment & Forces Causing Movement • Grade 4: Habitats and Communities & Rocks and Minerals • Grade 6: Biodiversity & Photography Activities – Planters: growth over time + Observation Books • Grade 7: Interactions in the Environment • Grade 8: Cells & Water Systems • Language: <ul style="list-style-type: none"> • Various writing activities (descriptive writing) • Mathematics • Measurement (perimeter & area) • Number Sense (crop yield) • Social Studies • First Peoples of Canada, European Explorers & Pioneers
6. One or two highlights of the above activities	<ul style="list-style-type: none"> • Grade 6: Biodiversity & Photography Activities – Planters: growth over time + Observation Books <ul style="list-style-type: none"> • Working with SK Learning buddies, the Grade 6 students plan a planter for the school year. They're permitted a maximum of 5 different seeds and take weekly observations of their developed gardens. They also incorporate photo analysis by taking weekly picture of their gardens and they'll develop a time-lapse presentation in June. The learners take care of their planters throughout the winter months and harvest any vegetables along their journey.

Components of Initiative	School's Details
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Learners are quite surprised with the progress of their gardens. It’s amazing to see and hear comments from learners about how their tiny seed developed into a large plant. • During recess it’s nice to see learners socializing in the garden and relaxing on the benches. • It is fascinating to venture into the garden during recess with some garden tools and the quantity of volunteers that flock to the garden and ask to help. • How someone has stolen all the potatoes out of the garden over the last two years. • Mainly the pride and enthusiasm in a certain group of students who don’t necessarily succeed in the classroom.
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • Knowledge is created through the transformation of experience • Hands-on learning with a purpose/meaning Example: Examination of the effects of a school garden on children's fruit and vegetable knowledge, preference, and consumption • Where the learning has expanded: <ul style="list-style-type: none"> • Healthy Schools Club • Green Team • Garden Club • Classroom taking responsibility for sections • Using the garden to teach curriculum • Importance of community partnerships: <ul style="list-style-type: none"> • Daycare involvement in watering and maintenance over the summer months • Community members helping with weeding and maintenance
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<ul style="list-style-type: none"> • Winter recess destruction (added a fence) • Climate in region (limiting use) • Theft of potatoes? • Upkeep: <ul style="list-style-type: none"> • Consistent watering over the summer months (thank you to the daycare and the Parent Council) • Weeding (it’s a large garden!) • Water and Soil supply

Components of Initiative	School's Details
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • Experimental Lasagna Gardening: <ul style="list-style-type: none"> • Chosen as it should produce a large harvest of food in a very short period of time. • It requires very little digging or tilling, no sod removal or weeding, recycles free organic materials, feeds plants as they grow and cuts down on watering. • Consists of the construction of multiple layers from different organic materials to create a bed (growing the soil). • Organic layers = soil (sand, silt, clay, loam), animal manure, peat, leaf mulch, compost materials, and spoiled hay. • Straw Bale Gardening: <ul style="list-style-type: none"> • The bales compost as it grows vegetables and flowers over the summer. By next year we will have a 6 to 8 inch layer of pure compost.
11. Lessons learned about the school's efforts to improve student achievement	<ul style="list-style-type: none"> • The School/Community Garden provides a type of differentiated instruction that allows learners to visualize direct success. Students will be provided a task or provided the opportunity to be creative in the development or maintenance of an area, and they can sit back and receive immediate satisfaction in their endeavours. • The work/activities in the garden appeal to kinesthetic learners who struggle with sit-down classroom initiatives. • School/Community pride is seen as learners take ownership for their development resulting in less graffiti and vandalism.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2014 MAY 13
7:30 p.m.

TRUSTEES PRESENT:

Karen Wilson (Chair)
Marg Arnone
Pat Johansen
Deborah Massaro

Ron Oikonen
Jack Playford
George Saarinen
Logan Turner (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Lori Lukinuk

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherry-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Dave Covello, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT the Agenda for Standing Committee Meeting, May 13, 2014 be approved."

CARRIED

PUBLIC SESSION:

2. Introduction of the 2014-2015 Student Trustee

Chair Massaro introduced Hannah Smith, the successful candidate for the 2014-2015 Student Trustee position who is a Hammarskjold High School student.

3. Ogden Community Public School - Project Hope

Sherry-Lynne Pharand, Superintendent of Education, introduced Christy Radbourne, Principal of Ogden Community Public School, and Tom Boland, Special Education Facilitator, who provided information regarding *Project Hope*. All Trustees' questions were addressed.

4. Confirmation of Minutes

Moved by Trustee Johansen

Seconded by Trustee Massaro

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 8, 2014.”

CARRIED

5. Operational Plan 2013-2014 - Facilities Update (060-14)

David Wright, Superintendent of Business, introduced Rod Bessel, Manager of Property Services and Transportation, Eric Fredrickson, Education Officer, and Christy Radbourne, Elementary Principal, who presented the report. Highlights addressed included: SMART goals, energy efficient schools, renewable energy, Quality Maintenance Inspections (QMI), and next steps. All Trustees' questions were addressed.

6. Healthy Schools Update (056-14)

Colleen Kappel, Superintendent of Education, introduced Rod Bessel, Manager of Property Services and Transportation, Eric Fredrickson, Education Officer, Jason Pilot, Secondary Teacher, Erin Beagle, Coordinator of Healthy Eating Makes the Grade, and Christy Radbourne, Elementary Principal, who presented information regarding healthy schools. All Trustees' questions were addressed.

7. Special Education Advisory Committee Meeting Minutes - March 19, 2014

Colleen Kappel, Superintendent of Education, presented the March 19, 2014 minutes for information.

8. Parent Involvement Committee Meeting Minutes - March 3, 2014

Catherine Siemieniuk, Director of Education, presented the March 3, 2014 minutes for information.

MATTERS FOR DECISION:

9. Policy Review - 3095 Student Trustee (059-14)

Moved by Trustee Playford

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve 3095 Student Trustee Policy, Appendix A to Report No. 059-14, as amended.”

CARRIED

10. Approval of Standing Committee and Regular Board Meeting Schedule 2014-2015 (051-14)

Moved by Trustee Massaro

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2014-2015, as set out in Appendix A to Report No. 051-14.”

CARRIED

11. Policy Review - 3093 Information Security (057-14)

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 3093 Electronic Information Security Policy, Appendix A to Report No. 057-14, as amended.”

CARRIED

12. Policy Review - 2014 to 2022 Policy Review Schedule (055-14)

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the 2014 to 2022 Policy Review Schedule, Appendix A to Report No. 055-14.”

CARRIED

13. Information and Inquiries

13.1 Student Trustee Turner requested information regarding secondary school facility bookings at Superior Collegiate and Vocational Institute. David Wright, Superintendent of Business, reported that Lakehead District School Board has a practice in place that would consider students' requests for facility bookings a priority, however sometimes there are exceptions to the rules. Superintendent Wright noted that if a student or student body has a concern they should speak with the Principal.

13.2 Chair Massaro congratulated Student Trustee Turner on his receipt of the *2014 Thunder Bay Youth Award*. This Award is presented to individuals up to the age of 21 years who, for a minimum of two years, have increased the profile of youth in the Thunder Bay community through volunteer contributions that enrich Thunder Bay's quality of life.

13.3 Trustee Oikonen reported that he and Trustees Arnone, Johansen, Massaro, Wilson, and Student Trustee Turner attended the Annual Ontario Secondary School Teachers' Federation (OSSTF) Student Awards Banquet at Superior Collegiate and Vocational Institute on May 3.

14. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we do now adjourn at 9:23 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JUNE 10
Report No. 058-14

TO THE CHAIR AND MEMBERS OF THE
STANDING COMMITTEE - Public Session

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

This semi-annual report is made to inform the Board of the current status of the Board's Health and Safety Program and significant related activities. The Occupational Health and Safety Act require Directors and Officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its Regulations. This report will include a brief update of some recent activities in Health and Safety to ensure compliance with the various Acts and Regulations.

2. Situation

2.1 Student Injury Prevention Initiative

The Ministry of Education teamed up with the Council of Ontario Directors of Education (CODE) to identify and collate a common set of provincial health and safety practices for science and technical shop classes. CODE worked with various school boards across Ontario, which Lakehead District School Board was a part of, to share best practices in developing a resource guide for all schools. The Ministry of Education provided one time funding divided into two components, one for safety and environmental upgrades such as ventilation or fume extraction and the other component was to deal with Board-level activities such as inspections and staff training. The environmental component was used to help upgrade and install a new sawdust cyclone system at Westgate CVI. The Board-level activities included a machine guard audit of equipment in all technical shops, a fume hood inspection in science rooms and the purchase of science safety manuals for teachers, as well as chemical recipe books. School Boards' Cooperative Inc. conducted hazard recognition and student safety training for 25 technical shop teachers including supply teachers for these programs.

Various tools are available to continue this program into the future such as increased workplace inspections of science and technical shops by the school joint health and safety committees. The Health and Safety Resource Guide for Administrators, which highlights best practices and safety checklists, is available at each site, including online, through the CODE website.

The Ministry of Education has committed to continuing the Student Injury Prevention Initiative and will provide further funding in the coming year.

Employee Training

Health and Safety continues to provide a number of important training sessions throughout the year. The cost for training, including supply staff coverage, is funded by the Health and Safety Department.

2.2.1 First Aid Training

Standard First Aid, CPR/AED training certificates are only valid for three years at which time re-certification is required. First Aid courses were held and a total of 44 employees completed training this school year. Most of the sessions this year were one day re-certification courses. Each school is well staffed with individuals certified in First Aid.

2.2.2 Custodial Ergonomic Session

Each year an ergonomic session for custodians called “Clean Sweep”, which is centered on sweeping, mopping and material handling activities that tend to create strain injuries, is provided. The CUPE Modified Work Committee has become the leader in providing this training session. This is the sixth year in which a program dealing with ergonomics has been provided to custodians. The programs are having a positive effect on the injury rate for custodians and the feedback has been very positive.

2.2.3 Online Training

Online training in certain safety related topics is an easy, cost efficient way to provide training to a large number of employees. All new employees to the Board must complete a series of online training such as WHMIS, Violence in the Workplace and Health and Safety Orientation before they can start work.

Other online safety training courses:

- Violence in the Workplace which all employees must complete;
- an Introduction to WHMIS and Violence in the Workplace continues to be offered to Coop students at the Adult Education Centre and to students in the Storefront program;
- new employees to Custodial and Student Support Professional employee groups also must complete Blood Borne Pathogens training before beginning work;
- new online driving awareness modules are provided to the courier driver, which include winter driving, backing and van safety;
- Kingfisher staff and some Armstrong Elementary Public School staff also completed the winter driving module;
- new courier drivers continue to complete the in-car session through a driving school which focuses on skid steer and crash avoidance; and
- Safety Awareness Training is a new online session mandated by the Ontario Government which all employees in the province must complete.

2.2.4 Joint Health and Safety Committee Certification Training

Each site in the Board is required to have a Joint Health and Safety Committee comprised of management and worker members as per the Occupational Health and Safety Act. At least one management and one worker member must be certified. To become certified, they must complete a three day course divided into two parts covering a variety of topics. This past year, 14 staff successfully completed the certification course.

3. Conclusion

Lakehead District School Board is committed to continuous staff development and training for all staff to ensure a safe working and learning environment for all.

Respectfully submitted,

RICK MOLLOY
Health and Safety Officer

IAN MACRAE
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JUNE 10
Report No. 077-14

TO THE CHAIR AND MEMBERS OF THE
STANDING COMMITTEE - Public Session

RE: FRENCH AS A SECOND LANGUAGE (FSL)

1. Background

- 1.1. Lakehead District School Board seeks high levels of personal and academic excellence for every student. Learning French “generally enhances cognitive development as well as reasoning and creative thinking skills”.
- 1.2. Lakehead District School Board shows a commitment to enhance life chances and life choices for all students. Through the French as a Second Language (FSL) curriculum, students’ ability to speak and understand French allows them “to communicate with French-speaking people in Canada and around the world and to develop and benefit from a competitive advantage in the workplace”.

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2013-2017, enabled Lakehead District School Board to implement numerous initiatives to improve student outcomes in FSL. These include:
 - Common European Framework (CEFR) Instructional Rounds for most elementary and secondary Core French and French Immersion teachers;
 - training of 13 teachers to examine the Diplôme des études en langue française (DELF) at the A2 level to add to the 13 teachers and administrators who had previously been trained at the B1 and B2 levels;
 - twelve Grades 10-12 Core French students from two schools had the opportunity to travel to Montreal for a four-day visit led by a French-speaking guide; and
 - all Grades 4-6 French Immersion students participated in French-Canadian traditional dance workshops featuring renowned fiddler Pierre Schryer, and a dance caller and guitarist from Montreal.
- 2.2 The Lakehead District School Board was one of 15 boards who participated in the Ontario Ministry of Education FSL Student Proficiency Pilot Project Phase 1, April-May 2014, with the same process to be repeated in 2017.
 - 2.2.1 Fifteen Core French and 15 French Immersion students took the DELF exams (A2, B1, B2) and completed a student survey.

- 2.2.2 The data analysis and recommendations will be available by the end of August 2014 and should provide insight into improving student proficiency.
 - 2.2.3 The participation rate this year in the DELF exams for Grade 12 French Immersion was 38%, up from 24% in 2012 and 30% in 2013.
 - 2.2.4 For the Core French students, who challenged the A2 and B1 levels, we had 77% participation from the three schools involved in the project.
 - 2.2.5 Preliminary DELF data show that Lakehead District School Board's results for both French Immersion and Core French students are comparable to or slightly higher than those of other boards in predominantly Anglophone communities across the province.
- 2.3 The Ontario Ministry of Education released the Revised FSL Curriculum for Core French Grades 4-8 and French Immersion Grades 1-8 in February 2014.
- 2.3.1 All Core French and French Immersion teachers have had a half-day introductory session led by Lakehead District School Board's Ministry-trained team.
- 2.4 Lakehead District School Board has developed a concise Three Year Plan (2014- 2017) to work toward the three provincial goals outlined in the document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Priorities include:
- increasing student achievement by 12% in Grade 8 (Speaking strand) and in Grade 9 Applied Core French;
 - increasing the percentage of Grade 12 Core French students from less than 1% to 13%; and
 - increasing by 5% each year the percentage of parents that recognize the advantages of learning French for their children.

3. Next Steps

- 3.1 The *Framework for FSL* committee will complete and analyze student, parent, educator and administrator surveys related to Core French Grades 4-12 in order to carry out or modify the planned actions in Lakehead District School Board's Three Year Plan.
- 3.2 Lakehead District School Board, in collaboration with regional boards in the CEFR Implementation network, will develop and pilot FSL Student Portfolios based on the CEFR, the revised FSL curriculum, and pertinent recommendations resulting from the FSL Student Proficiency Pilot Project.

4. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Through analysis of achievement and performance data along with FSL stakeholders' survey responses, the use of Ministry resources, and ongoing professional learning, Lakehead District School Board will continue to help our students communicate and interact with growing confidence in French so that they can "participate fully as citizens in Canada and in the world".

Respectfully submitted,

DIANE SCOCCHIA
French Resource Teacher

NICOLE WALTER ROWAN
Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, March 20, 2014, Board Room, Education Centre

MEMBERS PRESENT: Elliott Cromarty, Katrina Fiddler, Pauline Fontaine, Pat Johansen, Sylvia O’Meara, Sherri-Lynne Pharand, Suzanne Tardif, Dolores Wawia, Beverley White-Kokeza

ALTERNATES PRESENT: Robin Haliuk, Sharon Kanutski

ABSENT WITH REGRET: Lawrence Baxter, Kathy Beardy, Serena Essex, Senator Robert McKay, Isabelle Mercier , Ron Oikonen, Jennifer Rissanen, George Saarinen, Cathi Siemieniuk

RESOURCE: Ellen Chambers, Coral Charlton, Amy Farrell-Morneau, JoJo Guillet, , Nicole Walter-Rowan

GUESTS: Marg Arnone

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	<ul style="list-style-type: none"> • Sherri-Lynne Pharand called the meeting to order and called upon Dolores Wawia to conduct the opening. 	
2.	Welcome and Introductions	<ul style="list-style-type: none"> • Sherri welcomed everyone to the meeting and thanked Dolores for the opening. Regrets and substitutions were noted and the attendance sheet was circulated 	
3.1	Approval of Agenda – March 20, 2014	<ul style="list-style-type: none"> • Moved by Pauline Fontaine and seconded by Pat Johansen that the agenda for the March 20, 2014 meeting be approved. Carried. 	
3.2	Approval of Minutes – February 7, 2014	<ul style="list-style-type: none"> • Moved by Beverley White-Kokeza and seconded by Sylvia O’Meara that the minutes of the February 7, 2014 AEAC meeting be approved. Carried. 	

4.	Correspondence	<ul style="list-style-type: none"> Correspondence file was circulated. Sherri congratulated Dolores on the article of her life's journey that was featured in Thunder Bay's Bayview magazine. 	
5.	Presentations:		
5.1	Mental Health Strategy Presentation	<ul style="list-style-type: none"> Colleen Kappel, Superintendent, provided a power point presentation on the Mental Health Strategy. The Board has been working on this initiative for the past two years. Last year, Mary-Beth Minthorn-Biggs was hired as the Mental Health Lead for the Board. There is student participation on the Mental Health Steering Committee. Four areas they are working on are: <ul style="list-style-type: none"> Resilience – Dr. Unger presentation. Safety – safe and caring environment for all students. Healthy life style – addiction, tobacco use. Wellness – mental health. Aboriginal representation will be included on the steering committee. Suzanne Tardif volunteered to be the representative on behalf of AEAC. Feedback from the group was provided to Colleen. Colleen and Mary-Beth will be invited back to a future meeting. Additional feedback can be forwarded to Judy to pass on to Colleen. 	
5.2	ONWA Adult Ed. Program/Aboriginal Skills	<ul style="list-style-type: none"> Daniel Denomme, Manager of Lakehead Alternative Education Centre (LAEC) and Irena Filteau, (LAEC) walked the group through a power point presentation on the programs offered at LAEC. 2600 students have been registered in the past 8 years. 123 students graduated last year. 200 students will graduate this year. The Centre has the following partnerships with ONWA: Family Connections and Single Parent Initiative. The Single Parent Initiative is a pilot project. There were 33 registrants for the program and 20 are attending on a regular basis. They are very appreciative of the following services available to them: <ul style="list-style-type: none"> Counseling services once per week. 	

		<ul style="list-style-type: none"> • Meals/snacks. • Regular healing centre once per month. • One on one session with a healer who comes from Fort Frances. • Single fathers attend – multi generational as well. • The group suggested that they contact United Way re funding. 	
	Advancement Pilot Project with Matawa FN	<ul style="list-style-type: none"> • Carolyn Chukra of Matawa, gave a power point presentation and brief overview of this pilot project between KKets and Matawa FN. • Project was started in November of 2012 and has had incredible success. • Matawa FN students, on and off reserve, are able to attend this program in order to attain their Ontario Secondary School Diploma (OSSD). • Funding has been received to run the program for another year. • One Hundred and one participants have enrolled. • Questions from the group were addressed. • Sherri thanked the group for their very informative presentations. 	
5.3	Expanding Opportunities for Excellence 7-12 Presentation	<ul style="list-style-type: none"> • David Isherwood, Co-Chair of the Committee, provided a brief overview and purpose of this committee. • The following two questions were asked of the group to provide feedback: • What are the programs necessary to create a full breadth of opportunity for our students: • Politics. • How Aboriginal people tell stories – engage students in story telling – program we should embrace in the school. • Experiential education – students who don't want to learn – personal connection to student and the work. • Students need choice. • What is necessary to meet the academic and engagement needs of students? • Grade 7-8 students vulnerable – pressures being put on students – more humanistic approach. • Explore what we are missing for Aboriginal students. Train teacher on traditional teachings. • Make our Aboriginal learners more connected to their school community. Partner with senior Aboriginal students. • Grade 7-8 level – more intervention – mental health, addiction, etc. • Supporting students who have learning gaps. 	

		<ul style="list-style-type: none"> • Engage teachers. • Mentors for students. • Social/emotional needs. • Learning gaps. • Ambassador program – seek out students. • Student Services can play significant role with at risk students. • How we meet their needs when they enter high school. • Further input can be e-mailed to Judy. 	
6.	Business Arising from the Minutes:		
6.1	Budget Deputation	<ul style="list-style-type: none"> • JoJo provided a brief update on AEAC’s budget deputation being presented to the Board on April 1 that included input from the committee. Consensus was received from the group. Suzanne Tardif volunteered to present the deputation at the Budget Deputation Meeting. 	
6.2	Work Plan	<ul style="list-style-type: none"> • JoJo provided a brief update on the work plan. • Consensus was received from the group to accept the work plan. 	
7.	New Business		
7.1	OPSBA 2014 Awards Program – Achievement Award	<ul style="list-style-type: none"> • AEAC had the opportunity to nominate members for the OPSBA Achievement Award. • The following nominations were received: • Kathy Beardy nominated by Sylvia O’Meara, seconded by Dolores Wawia. Carried. • Robert McKay nominated by Suzanne Tardif, seconded by Elliott Cromarty. Carried. • Suzanne Tardif nominated by Dolores Wawia, seconded by Pauline Fontaine. Carried. • Amy and JoJo will meet with the nominees to prepare their biographies for submission. 	
7.2	June 19, 2014 AEAC Meeting	<ul style="list-style-type: none"> • Due to Aboriginal Week June 16-20, 2014, the June 19, 2014 AEAC meeting will need to be moved. • Moved by Suzanne Tardif, seconded by Elliott Cromarty, that we move the June 19, 2014 AEAC meeting to June 6, 2014. Carried. 	
8.	Information Reports:		
8.1	Native Language Conference/Native	<ul style="list-style-type: none"> • The Native Language Conference will be held at the Nor’Wester View Hotel April 10 and 11, 2014. The Native Language Festival 	

	Language Festival	will be held May 16, 2014 at Churchill High School.	
8.2	Aboriginal Youth Awards	<ul style="list-style-type: none"> In the past, these awards have been held in May. This year, they will be held in September. Concerns re the change in timing of these awards is being brought forward to the awards planning committee. 	
9.	Closing Ceremonies	<ul style="list-style-type: none"> Closing ceremonies were conducted by JoJo Guillet. 	
10.	Next Meeting	<ul style="list-style-type: none"> Thursday, May 15, 2014 9:30 a.m. – 12:00 p.m. – Board Room, Education Centre 	
11.	Adjournment	<ul style="list-style-type: none"> The meeting adjourned at 12:08 p.m. 	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JUN 10
Report No. 075-14

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: ALTERNATIVE SCHOOLS REVIEW COMMITTEE REPORT

1. Background

- 1.1 On September 30, 2013, the Board received a proposal from the Northern Lights Education Initiative requesting that the Board establish a Waldorf-inspired public school. The proposal recommends that the school start with seven classes: two junior kindergartens, two senior kindergarten, grades one, two and three" (p.5) with the school growing each year by one grade through to Grade 8. The vision is also to see the continuation of Waldorf-inspired education into secondary school. The Northern Lights Education Initiative's letter of intent and proposal is included in Appendix A.
- 1.2 Attached as Appendix B is Policy 4020 Alternative Schools. The procedures are attached as Appendix C.

2. Situation

- 2.1 Alternative Schools Policy and Procedures 4020 guide all requests for the establishment of an alternative school. The Superintendent responsible for Alternative Schools established an Alternative Schools Review Committee in the Fall of 2013. The members of the committee are:
 - Colleen Kappel, Superintendent of Education (Chair);
 - Charles Bishop, Vice Principal, Westgate C.V.I.;
 - Eric Fredrickson, Education Officer;
 - Ian MacRae, Superintendent of Education;
 - Corinne Russell-Pritoula, Resource Teacher, Program Department; and
 - David Wright, Superintendent of Business.
- 2.2 The Alternative Schools Review Committee met on the following dates:
 - October 31, 2013;
 - January 7, 2014;
 - April 10, 2014; and
 - May 27, 2014.
- 2.3 At the request of the Alternative Schools Review Committee, the Northern Lights Education Initiative provided written correspondence to clarify their position on a number of items. In addition, Alternative Schools Review Committee members met with three Northern Lights Education Initiative representatives to review questions of clarification.

- 2.4 The Alternative Schools Review Committee consulted with school representatives and board Administration from other boards in Ontario.
- 2.5 The Northern Lights Education Initiative provided a list of parents interested in having their children attend a Waldorf-inspired alternative school. Parents of 151 students eligible for enrolment in the 2014-2015 school year (a total of 181 potential and future students) expressed interest. As indicated in the proposal from the Northern Lights Education Initiative, potential students would come from the following:

Board/School	Number of Students	Number of Students Not School Age September, 2014
Lakehead District School Board	90	18
Other: Home Schooled, Thunder Bay Catholic DSB, Conseil scolaire de district catholique des Aurores boréales, Thunder Bay Christian School and Unknown	55	12

- 2.6 In order to establish an Alternative School as outlined in the proposal, a school would require the following space allocation:

- three Kindergarten classrooms;
- three to four primary classrooms;
- other classrooms as required; and
- one meeting room for staff and parents.

In the future, the Alternative School would require five to ten additional classes based on enrolment.

3. Key Considerations

- 3.1 There are approximately 14 Lakehead Public Schools that may be impacted by the establishment of a Waldorf-inspired alternative school by a decrease in enrolment.

3.2 Program

The curriculum for a Waldorf-inspired alternative school would require development. Time commitment from a Superintendent, the Principal, teaching staff, and Program Department staff to create curriculum and program expectations that blend a Waldorf-inspired philosophy as well as the expectations of the Ontario Curriculum would be necessary.

- 3.2.1 Lakehead Public Schools are currently implementing the new Full-Day Early Learning Kindergarten Program (FDK). The Alternative Schools Review Committee has concluded that the Waldorf-inspired philosophy is not “significantly different” than the Kindergarten Program which is child-centered and developmentally appropriate for four and five year old children.

- 3.2.1.1 The FDK program and Waldorf program provide a warm home-like environment.
- 3.2.1.2 Both programs capitalize on children’s natural curiosity and desire to make sense of their environment.
- 3.2.1.3 There is an emphasis on oral language development with both programs.
- 3.2.1.4 The message of both programs is that children need to be surrounded by an aesthetically pleasing atmosphere that is filled with natural materials.

3.3 Operational Considerations

- 3.3.1 A “whole school model” is most suited to a Waldorf-inspired school, which is contrary to the Alternative Schools Policy and Procedures 4020, that states “Alternative schools will be supervised by an existing Lakehead District School Board administrator and housed as part of an existing school”. Housing two schools within one building presents challenges in respecting the philosophies of both as well as honouring each school’s approach in a consistent and equitable manner. The demands on administrator time would be very arduous, considering that he or she would be required to facilitate twice the staff meetings, School Council meetings, budgets, staffing processes, etc.
- 3.3.2 The cost of staff training would be ongoing and would include weekly sessions with a Waldorf Master Pedagogical Chair (mentor). The Northern Lights Education Initiative has indicated that staff would be required to cover the costs of the initial training as well as the cost of ongoing mentoring sessions. “The school will need a Waldorf-trained principal and teachers. Training can be taken on a part-time basis and during March break and summer holidays. Waldorf Early Childhood Educator Part-time training – \$5,500. Waldorf Part-time Teacher Training - \$13,000.” (pg.15) The Northern Lights Education Initiative estimates the mentoring training to be approximately \$2,000 per year, per teacher. The training required by a Waldorf-inspired school is not accredited as an Additional Qualification by the Ontario College of Teachers. As such, it cannot be a required qualification for staffing teaching positions.
- 3.3.3 The Ministry of Education provides funding for staffing based on student enrolment numbers. Staffing allocation of classes with low numbers of students, such as those experienced in alternative schools may negatively impact overall staffing in the system and may result in triple grading.
- 3.3.4 Elementary transportation is only provided within zones, and as such will not be provided for students wishing to attend an alternative school outside of their zone.
- 3.3.5 Given the space requirements for Full Day Kindergarten and daycares in schools, there are no urban elementary schools that have sufficient space to accommodate the proposed seven classrooms and one meeting room.

3.3.6 As outlined in the Northern Lights Education Initiative Proposal, the start up cost for each classroom would include a capital investment of approximately \$5,000.

4. Conclusion

- 4.1 Lakehead District School Board must carefully determine the implications of the decision to establish alternative schools on current school facilities now and into the future, the impact on existing schools and programs, and the administrative and operational supports and resources that are required to implement an alternative school.
- 4.2 The small class sizes that would be present, based on the families that have shown interest in this alternative school locally, and the actual experience other school boards have had provincially, would put significant financial pressure on the entire system.
- 4.3 As outlined in Alternative Schools Policy and Procedures 4020, alternative schools must follow all collective agreement obligations including staffing and redundancy, which would impact staffing in an alternative school.
- 4.4 The program delivery and learning outcomes of a Waldorf-inspired alternative school are not significantly different than program and learning outcomes in all grades.
- 4.5 Senior Administration does not support that the proposal proceed to a feasibility study.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

September 30, 2013

To: Lakehead Public Schools
From: Northern Lights Education Initiative
Re: Proposal for a Waldorf-inspired public school

Please find attached a proposal for a Waldorf-inspired public school within Lakehead Public Schools as per the Alternative School Policy #4020.

A Waldorf-inspired public school will enable LPS to respond to a community driven request for alternative education in Thunder Bay. To date there are over 146 students from over 94 families interested in enrolling in the school in 2014 and the following years.

As detailed in the proposal, our program is guided by an image of the human being as head, heart, and hands. This image delivers an education that builds a healthy body, nourishes the soul and fires the spirit. The curriculum is inspired in its academics, enlivened by the arts and enriched with practical hands-on learning.

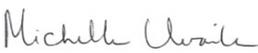
The delivery of this program and its learning outcomes are significantly different than those that are currently available within LPS while meeting all required achievement and accountability expectations.

We would welcome an opportunity to present the proposal at a Board meeting at your convenience.

We look forward to hearing from you.

Sincerely,


Arlene Thorn


Michelle Uvanile


Mirella Stroink


Allison Law

(807) 345-9432
tbayaltschool@gmail.com
Northern Lights Education Initiative
250 Dog Lake Road
Thunder Bay, ON P7G 2G2

A Waldorf-Inspired Alternative School



**A Proposal to Lakehead Public Schools
September 30, 2013**

Presented by:

**Northern Lights Education Initiative
Arlene Thorn, Michelle Uvanile, Mirella Stroink, Allison Law**

**(807) 345-9432
tbayaltschool@gmail.com
c/o Arlene Thorn
250 Dog Lake Road
Thunder Bay, ON
P7G 2G2**

**(807) 345-9432
thorn.arlene@gmail.com
tbayaltschool@gmail.com**

<http://northerneducation.ca>

Executive Summary

The Northern Lights Education Initiative proposes a Waldorf-inspired school to open in September 2014 with junior kindergarten through grade three classes. The intention is to grow the school each year by one grade through to grade eight. As of September 30, 2013, there are 155 children interested in this school in the following grades:

Grades with 2014 School Opening					JK	JK	JK	JK	
Gr 3-4	Gr 2	Gr1	SK	JK	2015	2016	2017	2018	Total
21	14	15	17	23	20	30	14	1	155

There are 1000 Waldorf Schools and 2500 Waldorf early childhood programs in 60 countries worldwide. Each school shares a common philosophy, understanding of child development and curriculum while being independent and uniquely individualized to its place and time, serving the diverse nature of its culture, geography, heritage and individual student population. Here in Thunder Bay, Little Lion's Waldorf Daycare and Kindergarten serve 450 children, and operate 12 locations, 8 of which are in Lakehead Public Schools.

Education for the Whole Child: Head, Heart and Hands

Waldorf education offers a multi-dimensional schooling that develops the full range of the human potential. Rich curriculum experiences deliver an academic, artistic and practical education that addresses the head, heart and hands, to develop the three capacities of thinking in the head, feelings in the heart and willing in the hands. In this way, each child develops in his or her wholeness.

The program engages students actively in hands-on learning, connects them emotionally and meaningfully with their subjects, their teachers and their fellow students, and thoughtfully fosters attentiveness and receptivity.

The Right Thing at the Right Time

The curriculum supports the stages of human development articulated by Rudolf Steiner (1994; 1995; 1996), awakening capacities and drawing them forth within the framework of a sound academic school experience that meets ministry requirements.

- Birth to 7: The Development of a Healthy Body and Initiative in the Will
- 7 to 14: The Development of Soul and Balance in the Feelings
- 14 to 21: The Development of Spirit and Clarity in the Thinking

A commitment to the physical, emotional, academic, and spiritual well-being of each child is at the core of the Waldorf philosophy and creates physical vitality in the body, nourishes the soul and fires the spirit. By promoting this healthy, well-rounded

development, Waldorf Schools encourage children to flourish in school and find success and fulfilment in life. A student who receives a Waldorf education has a comprehensive grounding of initiative in the will, balance in the feelings and clarity of thinking.

Education towards Social Renewal and the Healing of the Earth

Waldorf aims towards the renewal of society and the healing of the earth through education. Each student is recognized as an eternal individual spirit, bearing divine human wisdom, a unique life intention and new creative forces for the self, for society and for the earth. The teacher seeks to understand and serve the unfolding of this individuality, while cultivating spiritual, social and ecological consciousness within each student.

Waldorf elementary teachers accompany their class through to the eighth grade. Deep relationships develop and each student is carried in their striving and struggles by their teacher, their classmates and the school community.

Waldorf parents, through their interest and choice of this education, participate in the creation of the school and the building of community. We look forward to working collaboratively with the teachers, students, parents, the community and Lakehead Public Schools in creating the school and the furthering of education in Thunder Bay.

Table of Contents

<i>A. School Objectives</i>	5
<i>B. Educational Philosophy, Mission and Values</i>	5
<i>C. The Curriculum</i>	7
<i>D. Parent/Constituent Expectations</i>	12
<i>E. Resources and Required Budget</i>	15
<i>F. List of Students</i>	17
<i>G. References</i>	22

A. School Objectives

Our vision is an education that inspires each student to create goodness, beauty and truth in the self and in the world.

The school achieves this vision through the objectives of:

- Offering a Waldorf-inspired education that builds a healthy body, nourishes the soul and fires the spirit
- Fostering healthy development in the children with an age-appropriate curriculum
- Recognizing and enabling each child to realise their unique individual potential within the class and the school community
- Cultivating an ecological, moral, social, and spiritual consciousness in each student that will bring healing to the earth, humanity and the universe
- Guiding the children to develop the skills they need to contribute to and transform society
- Working in collaboration with the teachers, parents, the community and Lakehead Public Schools to create the school and further develop education in Thunder Bay.

We propose that the school start with two junior kindergartens and two senior kindergartens and grades one, two and three. The school will grow each year by one grade through to grade eight. Following this, the broader vision will see the continuation of Waldorf-inspired education into the high school grades. It is our goal to start the primary school in September 2014.

B. Educational Philosophy, Mission and Values

Our mission is to create a Waldorf-inspired public school in Thunder Bay that embraces educating the whole child: head, heart and hands.

We Value:

- Waldorf philosophy, child development and curriculum that delivers an academic, artistic and practical approach to education;
- A curriculum that responds to and enhances the child's natural developmental phases, from early childhood through high school;
- An education that nurtures an environmental, social and spiritual consciousness;
- Waldorf-trained teachers supported in the art and practise of the education;
- An education guided by the unique soul and spirit of this place, its cultures, geography and heritage;
- Parents who, through their developing understanding of Waldorf education, support the creation and ongoing life of the school; and
- Collaboration with Lakehead Public Schools and community partners

Educational Philosophy: Education for the Head, Heart and Hands

Guided by the philosophy and theory of human development pioneered by Rudolf Steiner, Waldorf education is grounded in anthroposophy, 'anthro' meaning human and 'posophy' meaning wisdom. The philosophy offers both a body of knowledge and a path to uniting the wisdom in the human to the wisdom in the universe that informs the education. The philosophy is not taught to the children .

Central to the philosophy is the interconnection of the three-fold nature of the human being and the world: the body, soul and spirit. The head is the primary organ for the spirit, the heart for the soul, and the hands for the body. The education is informed by an understanding of the seven-year phases of human development.

Waldorf education is widely recognized with over 1000 schools and 2500 early childhood programs in 60 countries worldwide. Presently, more than 40 Waldorf-inspired public (charter) schools exist in Canada and the United States. Each school shares a common philosophy, understanding of child development and curriculum while being independent and uniquely individualized to its place and time, responsive to and reflective of the diverse nature of its culture, geography, heritage and individual student population.

The Three-Fold Human

The human is a physical being with a body living in the physical world and connects to the physical world through the will. The human is a soul being, having inner soul experiences drawn from a soul world. The soul is most active in the life of feelings and in relationships. The human is a spiritual being with a unique individual spirit or "I" that is being drawn from the heights or spiritual world and from the depths of one's own being. We participate in the spiritual world through thinking and this connects us to higher truths and ideals. This education aims to nourish the whole child as a being of body, soul and spirit, in their thinking, feeling and willing, in order that s/he may develop in his/her wholeness in these three realms; thus the education can be seen to address the 'head, heart and hands'.

Waldorf teachers have a reverence for the child as a spiritual being with a life intention or destiny and a bearer of divine wisdom. Education is to enable the unfolding of the unique individuality of each child through the stages of human development. An education that respects each child as a unique individual spirit allows new creative forces in the child to manifest and thus evolve the self and the world.

The Right Thing at the Right Time

To educate a child according to their developmental stage enhances learning. To understand the stages of development is to do the right thing at the right time. For example, the key stage of development for the young child is in the physical body and as such, it is vital to provide opportunities to develop this fully to better prepare the child

for the feeling and intellectual stages of development. Aspects of the curriculum that link with Rudolf Steiner's four developmental stages are provided below.

C. The Curriculum

Birth to 7: The Development of a Healthy Body and Initiative in the Will

The young child is at the most active stage of their life and their consciousness is centered in their 'will'. They progress from crawling, to walking, running and through stages of play. Play is the work of the young child and a basis of creativity. If allowed times of free play, young children develop their own self-generated will. The basis of kinetic/body intelligence is being laid and a life filled with active 'hands-on' will in life.

The young child learns about life through their home. A preschool and kindergarten that is home-like serves the young child. It is a place where adults are ideally active with purposeful work. The teacher may be involved in preparing the snack, sewing, cleaning, making toys, or any number of practical activities in which the children are welcome to participate. An atmosphere of work and play permeates the room.

Classroom life is simple and imbued with goodness, which comes from the natural world. Young children are sense-beings and live in a state of openness, awe, wonder and if cultivated, a natural reverence for life. The rooms are equipped with natural furnishings and have soft natural colours on the walls. The children play with natural objects such as cloths, pieces of wood, stones and pinecones. They eat wholesome natural foods, engage in a healthy rhythm of indoor and outdoor play, story, snack and rest times as well as everyday activities and festival times. They learn that life is good, and develop a deep connection with the natural world.

The children are also brought together to sing seasonal songs, recite nursery rhymes, play circle games, participate in gesture games, and experience puppet plays. Singing through activity transitions weaves together the day's events. Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, finger crocheting, simple sewing, working with wool and wood are done as group activities or individually by a child.

The young child learns through imitation and thus the teacher is conscious of being worthy of imitation. The early childhood educator tends with reverence to natural rhythms of the day, the week and the seasons; the classroom and natural environment; and each child as a newly incarnating spirit.

7 to 14: The Development of Soul and Balance in the Feelings

Life changes for the 7 year old. School takes the place of home as the main focus. Friends become more important and their teacher figures large in their life. Consciousness is now centred in the soul and a life of feelings. Emotional intelligence is being developed. Waldorf education develops this through an artistic approach. The Waldorf elementary teacher strives to be an artist, as the curriculum is delivered on the

wings of imagination, through the arts of storytelling, drama, music, and verse. Art schools the middle sphere or heart of the child.

“Art has a quality that can excite people not just once, but can time and again, directly give them joy. For this reason, we directly connect the artistic element with what we want to achieve in teaching.”

Rudolf Steiner, founder of Waldorf education.

The curriculum is taught in main lesson blocks for three weeks. A Waldorf school day begins with a two-hour main lesson that allows the teacher to develop a wide variety of activities around the subject at hand. The main lesson is structured to contain three aspects to address the children’s wholeness in the intellectual-cognitive, aesthetic-affective and practical modes of learning. The first part of the main lesson is led through many oral methods with the morning verse, recitation of poetry, singing, musical instrumental work, mental arithmetic and recall of the previous day’s material. The second part is the presentation of the new material and discussion. The third part is the practical with the individual working and developing of basic skills.

The teacher presents the main lesson through storytelling, followed by the students working in their main lesson book, writing down the lesson and working with coloured pencils. The children are encouraged to make their main lesson book beautiful. The teacher cultivates beauty in the classroom and with the children, as it feeds the soul of the grade school child.

The main lesson stories from grades 1-8 trace the evolving consciousness of the human being from early pre-literate cultures through the world’s great civilizations and religions to the renaissance and then the 7th and 18th century revolutions to modern culture. This mirrors the evolving consciousness of the child from grades 1-8.

Throughout the elementary grades, English is based on world literature, myths, and legends. Science surveys geography, astronomy, meteorology, physical and life sciences. Mathematics develops competence in arithmetic, algebra, and geometry. Fine arts such music, painting, sculpture, drama, eurythmy, sketching are embedded in the curriculum as well as the practical arts of knitting, weaving, woodworking and gardening, two foreign languages and physical education are taught. Following recess, specialty teachers offer lessons with a strongly recitational character, such as foreign languages. Afternoons are devoted to lessons in which the whole child is active: eurythmy (artistically guided movement to music and speech), handwork, or gym, for example. The day has a program that helps overcome fatigue and enhances balanced learning.

The Waldorf teacher in the elementary grades is a loving authority, as the child needs to meet authority in their teacher and parents at this stage to find their own authority as an adult. The stage for healthy rebellion in adolescence and the birth of moral individualism is being set.

The Grades 1-3 curriculum includes:

- A pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama.
- Folk and fairy tales, fables, legends, Old Testament stories.
- Numbers, basic mathematical processes of addition, subtraction, multiplication, and division.
- Nature stories, house building, and gardening.

The Grades 4-6 curriculum includes:

- Writing, reading, spelling, grammar, poetry, and drama.
- Norse myths, history and stories of ancient civilizations.
- Review of the four mathematical processes, fractions, percentage, and geometry, local and world geography, comparative zoology, botany, and elementary physics.

The Grades 7-8 curriculum includes:

- Creative writing, reading, spelling, grammar, poetry, and drama.
- Medieval history, Renaissance, world exploration, Revolutions, North American history, and biography.
- Mathematics, geography, physics, basic chemistry, astronomy, and physiology.

Special subjects also taught

- Handwork: knitting, crochet, sewing, cross-stitch, basic weaving, toy making, and woodworking.
- Music: singing, pentatonic flute, recorder, string instruments, wind, brass, and percussion instruments.
- Two foreign languages (varies by school but in our case): French and Ojibway.
- Art: watercolor painting, form drawing, beeswax and clay modeling, perspective drawing.
- Movement: eurythmy, gymnastics, group games.

14 to 21: The Development of Spirit and Clarity in the Thinking

The orientation of the adolescent shifts to the world. The curriculum is dedicated in the high school years to helping students develop their full potential as scholars, artists, athletes, and community members. The soul is birthed at 14 and the individual human 'I', which will have its birth at 21, is descending and in-forming the soul with its unique spirit.

The foundation for the human spirit is laid through thinking. Consciousness moves to the head and the capacity for clear, logical, intellectual concepts and reason is developed. Individualized and independent thinking is encouraged.

The high school teacher must be a scientist and expert in their field of knowledge. The students long to discuss and debate with the philosopher and scientist the what, when, why and who of the subjects they are meeting. The high school student is seeking

truth, for it is truth and ideals that fires the spirit of the adolescent. Two high school advisors accompany the students through their high school years, providing guidance and mentoring to the incarnating “I” in the challenging high school years.

The course of study includes a humanities curriculum that integrates history, literature, and knowledge of world cultures. The science curriculum includes physics, biology, chemistry, geology, and a mathematics program. The arts and crafts program includes drawing, painting, sculpture, pottery, weaving, metalworking and bookbinding. A performing arts program offering orchestra, choir, eurythmy and drama. Foreign languages and physical education are also taught. Students can take the option of a half year exchange program to a Waldorf school in another country. In grades 9-11 students take a 3 week placement in agriculture in grade 9, business in grade 10 and social work in grade 11. In grade 12 they prepare their grade 12 play, trip and graduation.

Head, Heart and Hands

The Waldorf curriculum, while developing these three key areas, the will, feelings and thinking, at the different stages of the education takes a threefold approach to each lesson in addressing the whole child.

Each lesson is crafted with a practical or hands-on experience, often beginning with music, movement or speech coming from the subject of the main lesson. The lesson moves to the academic or head learning appropriate to the age of the child. Then the student engages with the material that has been presented to them through art, which brings the lesson into the heart of the child. The arts and practical skills play an essential part in the educational process throughout the grades. They are not considered luxuries, but fundamental to human growth and development.

Rhythms of learning are enhanced in Waldorf education. A three day rhythm of teaching is consciously developed to deepen the individual child’s understanding and connection to the material. New material is presented on the first day. On the second day, after ‘sleeping on it’, they recall the previous day’s lesson and bring forth the ‘new’ that has arisen through the night. Each student is invited to relate individually through discussion to the previous day’s lesson. Waldorf teachers work with the understanding that what we take in during the day is processed at night by the higher levels of the individual self. By the third day further understanding and synthesis of the lesson is cultivated and can arise as a metamorphosed concept coming out of their own inner activity. In the later grades this deeper learning, which goes back to sleep in the earlier grades, may awaken in them as conceptual learning, judgements and laws. Learning thus arises from the student, in a way in which they ‘own’ their learning at deeper and higher levels.

As the students mature through their education, they engage at new levels of experience with each subject. It is as though each year they come to a window on the ascending spiral that looks out into the world through the lens of a particular subject. Through the main-lesson spiral curriculum, teachers lay the groundwork for a gradual vertical integration that deepens and widens each subject experience and, at the same

time, keeps it moving with the other aspects of knowledge. What the children learned in their will/hands in the early years, in their feelings/heart in the elementary years comes to fruition in their thinking/head in high school. The Waldorf curriculum, spirals from earlier states of consciousness to living concepts birthed into thoughts through the awakening of thinking, by an individualized spirit within the human soul.

Education Toward Freedom

Freedom is rooted in wholeness and moral individualism. In early childhood the development of self-generated will is allowed to unfold. In the elementary grades, a rich and deep artistic development of feelings is schooled, and in high school, individualized and independent thinking is encouraged. The child who has received an education of the head, heart and hands can come into their own individual "I" that has a comprehensive grounding of initiative in the will, balance in the feelings and clarity in the thinking.

Deep within each student is a sense of the goodness of life, which was developed in the early childhood years. From the elementary years the student has an intrinsic appreciation for beauty and from the high school years the young adult becomes a seeking of truth. Upon graduation, the Waldorf student is inspired to seek and create goodness, beauty and truth in the self and in the world.

Education towards Social Renewal and the Healing of the Earth

Waldorf aims towards the renewal of society and the healing of the earth through education. Each student is recognized as an individual human spirit, bearing divine human wisdom, a unique life intention and new creative forces for the self, for society and for the earth. The teacher seeks to understand and serve the unfolding of this individuality, while cultivating spiritual, social and ecological consciousness within each student.

Waldorf elementary teachers accompany their class through the eight grades. Deep relationships develop and each student is carried in their striving and struggles by their teacher, their classmates and the school community.

Waldorf parents, through their interest and choice of this education, participate in the creation of the school and the building of community. We look forward to working collaboratively with the teachers, students, parents, the community and Lakehead Public Schools in creating the school and the furthering of education in Thunder Bay.

Waldorf Teachers

Waldorf schools are led by a group of teachers with Waldorf teacher training, who draw upon the profound understanding of human development pioneered by Rudolf Steiner. Teachers are guided by Steiner to 'Receive the child in reverence, educate them in love, and set them forth in freedom'. Waldorf teachers strive to transform education into an art that addresses the whole child - the head, heart and hands.

Waldorf education aims to cultivate a strong relationship between the teacher and the child. In the early years, the ideal is to have the caregiver/teacher carry a mixed-age

family-like group throughout their early childhood education. In elementary school, the teacher accompanies the class from grades 1-8. In high school two advisors journey with their class from year to year, offering mentorship to each student through the rocky years of adolescence.

Teachers direct the life of the school through weekly meetings. They meet twice a week, once within their pedagogical area such as early childhood or the grades and once as a whole faculty. Anthroposophical and child study as well as professional development underlie the work of the faculty. The faculty oversees all aspects pertaining to the learning environment: conducting class, child and curriculum studies; overseeing school festivals; developing personnel, policy and finance recommendations to the School Council; as well as participating in the day-to-day administration and long-range vision of the school.

Waldorf teachers use a variety of assessments throughout the year. The end of year report is a detailed narrative prepared by the child's class teacher, describing each child's academic and social progress over the course of the year. This report is an official transcript of the child's elementary Waldorf education.

Waldorf-inspired teachers are key to the creation of a Waldorf school. They understand that they continue the work of the angels in educating or 'leading out' the individuality of each child. They cultivate their connection to the spiritual or higher worlds through their own inner practices and night work. Thinking about a challenging student and taking these thoughts into the night brings fresh insights and inspiration as well as a new stage of the relationship and karma between the child and their teacher.

Waldorf education is viewed as an art. In the Waldorf training centers in North America, teachers can enroll in full-time and part-time programs. Through intensive study, seminar discussions, artistic activities, practice teaching, and research assignments, teachers gain a thorough understanding of the fundamental principles of Waldorf education and the practical skills needed to create the innovative instructional methods for their classes. Throughout their career Waldorf teachers will be changed, as will the lives of the children and parents who accompany them on this educational journey.

D. Parent/Constituent Expectations

Parents as Partners

We value parents who, through their developing understanding of Waldorf education, support the creation and ongoing life of the school. Parents and teachers share a special partnership in the nurturing and development of the children in their care. Parents are welcomed to be involved in the school at a number of levels.

D. Part 1. Lakehead School Board

The Northern Lights Education Initiative acknowledges with gratitude Lakehead Public Schools creation of the Alternative Schools Procedures 4020. The document lists the first point of contact for parent participation in the school.

2.4 New Alternative School Committee

The Superintendent of Education may establish a New Alternative School Committee to facilitate the establishment of a new Alternative School.

The Committee will include:

- Superintendent of Education
- Principal
- Program Staff
- School Council Representative
- Member from the Proposal Group

D. Part 2. School Council

The mandate of the Council is to oversee the mission, vision and health of the school, and to facilitate communication within the school and with Lakehead Public Schools, faculty, parents and community. The members are appointed by the constitute groups in the school. The Council consists of 5 members:

- The Principal
- The Administrator
- Pedagogical Chair/Faculty member
- A parent, appointed by the Parent Circle
- A member of the Proposal Group (Northern Lights Educational Initiative)

D. Part 3. Parent Circle (PC)

The mission of the Parent Circle is to guide and facilitate the participation of parents in partnership with the Faculty and Lakehead Public Schools. The Parent Circle adopts as its fundamental value to work with the underlying principles of Waldorf education, as developed through the Faculty and Board, and a commitment to generate, welcome, and honour parents' participation in the life of the school.

All parents are General Members of the Parent Circle. General Members can be involved with the Parent Circle in a variety of ways, including attending meetings; taking on active roles in activities and projects; and bringing suggestions and concerns to the Parent Circle Steering group.

The Parent Circle Steering Group consists of parents who take on a regular role to provide structure and oversight for PC activities and projects. Membership of the Steering Group is open to all General Members. The PC Steering Group needs, at minimum, to include a chair or co-chairs, a treasurer, a faculty representative, an administrative representative, a School Council representative, and a representation from each class.

D. Part 4. Class Parent

The responsibility for the success of class activities lies with the teacher. However, the quality of that success is greatly shaped by the support that teacher receives from the school and from the parent body. Parents have a wealth of experience, talent, and support to offer a teacher. A teacher may wish to have one or two designated Class Parents. Class Parents help with hands-on activities such as class trips, social events, class plays, fundraising. They also organize activities for parents within the class and the school.

D. Part 5. Parent Education

Building healthy community, both within the classes and within the whole school, is created when everyone participates together. Teachers, parents, and administration are asked to commit to cooperating in a climate of mutual respect, support, and healthy communication and to strive to continue developing a deeper understanding of the principles of Waldorf education.

Waldorf weekends and day workshops will be offered for all members of the community to learn about Waldorf school philosophy and practices and to develop the inner capacities for community. Parents, staff and others carrying and shaping the school will be asked to participate in these educational opportunities.

D. Part 6. Parent Support

Parents support their child to learn and participate fully in the school, and support the school in the following areas: the curriculum in the classes; school activities and festivals; school fundraising; and school codes of conduct, communication, and conflict resolution. These efforts may require some reflection and some adjustment in lifestyle choices. Each parent should also feel that their voice and gifts are heard, and all parents should find for themselves what they are comfortably able to contribute to the whole.

The school will create a handbook offering guidelines that support the education. The guidelines will be in the areas of home environment and life rhythms, foods, dress codes, physical activity, extra-curricular activities, and media use.

Festivals & Community events

Many festivals are celebrated during the school year. Certain festivals may be observed differently according to the grade and teacher and others are celebrated only in the kindergarten or by individual classes associated with the historic and cultural period of their curriculum. The whole school also gathers for regular assemblies, music performances and class plays. Parents are invited to join in these class and school events throughout the year.

In order to build a healthy community parents are asked to stay informed of school activities and business through regular school bulletins, letters sent by class teachers and by phone tree messages.

Parent Volunteering and Support

Parent participation and volunteering is an integral part of being at the school. This helps to build a school community that supports the children. Parents will be asked to participate in various areas of the school activities and celebrations which builds community and supports enrolment and fundraising.

Parent/Teacher Meetings

Parent/teacher meetings are scheduled at least once per year. These meetings are held to discuss the development and well being of each child. The teacher presents a progress report and provides an opportunity to exchange ideas and questions.

*E. Resources and Required Budget***School Building:**

The school will ideally be located adjacent to a park or ravine, with a playground and the possibility for a school garden. The school needs a gym/assembly space with a stage. A Parent/Board room would be helpful.

Kindergarten rooms with a vestibule/cloakroom area are helpful for dressing and storage of outdoor clothing and equipment. The classroom needs a sink, stove, fridge and countertops for adult use. An in-class toilet would be helpful. Outside play space would have with a sand area, garden and an open area for natural play materials such as logs.

Grades classrooms need natural & supplementary lighting, a sink, closets for storage and a blackboard. Technical equipment and computers for each classroom are not needed. Additional rooms would be needed for grades 5-8 for woodworking, handwork and sewing, art room, music, pottery.

Training and Professional Development

The school will need a Waldorf-trained principal and teachers. Training can be taken on a part-time basis and during March break and summer holidays.

Waldorf Early Childhood Educator Part-time Training - \$5,500

Waldorf Part-time Teacher Training - \$13,000

The Principal and each teacher will need mentorship by a Waldorf Master teacher. This can take place by telephone on a weekly basis.

Annual Waldorf Professional Development

The cost of the training may or may not be split with the teacher.

	Capital Cost	Operating
Junior & Senior Kindergarten	Group Wooden Table for each classroom & chair per student Children's play kitchen, play stands, baskets, buckets, shovels, silks \$5,000 per classroom	Chalk, Paints, paper, play materials, craft supplies \$150 per student per year Food costs - \$2.25 per child per day for a meal and 2 snacks
Grades 1-3	Teacher's Desk & Chair Desk and chair per student Blackboard Paint Stand – 2 per classroom, paint board, brush & sponge per student Musical recorder per student & for the teacher \$5,000 per classroom	Waldorf crayons & modelling wax, painting paper, paints Waldorf main lesson books Handwork materials, wool & crochet cotton Blackboard chalk \$200 per student per year

F. References and Resources

Audio/video:

Why Waldorf? Marin Waldorf School. <https://www.youtube.com/watch?v=tZmAX5adCl0>

Considering Waldorf Education? <http://vimeo.com/65681058>

The Art of Academics-Kimberton Waldorf School. <http://vimeo.com/70655175>

Resource Websites:

Research Institute for Waldorf education. <http://www.waldorfresearchinstitute.org/>

The European Council for Steiner Waldorf Education <http://www.ecswe.org/>

The Online Waldorf Library. <http://www.waldorflibrary.org/>

Waldorf Canada: Education Proven to work. www.Waldorf.ca

Print

Melrose, R. *Why Waldorf Works: From a Neuroscientific perspective*.
<http://www.ecswe.org/downloads/Brain-research-and-Why-Waldorf-Works.pdf>

Steiner, R. *Intuitive Thinking as a Spiritual Path*. Steiner Books Inc. 1995.
http://steinerbooks.org/research/archive/intuitive_thinking/intuitive_thinking.pdf

Steiner, R. *The Education of the Child and Early lectures on Education*. Steiner Books.
1996. http://steinerbooks.org/research/archive/education_of_the_child/education_of_the_child.pdf

Steiner, R. *Theosophy*. Steiner Books Inc. 1994
<http://steinerbooks.org/research/archive/theosophy/theosophy.pdf>

CURRICULUM AND INSTRUCTION

4000

ALTERNATIVE SCHOOLS POLICY

4020

1. Rationale

Lakehead District School Board is committed to offering specialized system programs that allow for a variety of pathways and choices for students. Lakehead District School Board recognizes and values the unique contributions of students, parents/guardians and staff, and encourages parent/guardian and community involvement.

2. Policy

It is the policy of Lakehead District School Board that all requests for the establishment of an alternative school will be guided by the Alternative Schools Policy and Procedures 4020. Lakehead District School Board programs shall comply with the Education Act and regulations, and Ministry of Education guidelines, as well as all Lakehead District School Board policies and practices.

3. Guidelines

- 3.1 The location of all alternative schools will be at the discretion of Lakehead District School Board.
- 3.2 Alternative schools will be supervised by an existing Lakehead District School Board administrator and housed as part of an existing school.
- 3.3 Alternative schools must follow all collective agreement obligations.
- 3.4 All education programs must meet Lakehead District School Board’s student achievement and accountability expectations.
- 3.5 The program delivery and learning outcomes of the Alternative school must be significantly different than program and learning outcomes that are currently available.

4. Review

This policy shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Alternative Schools Procedures _____	September 25, 2012	_____
<u>Reference</u>	<u>Date Revised</u>	_____
Toronto DSB Alternative Schools Policy		

CURRICULUM AND INSTRUCTION**4000****ALTERNATIVE SCHOOLS PROCEDURES****4020**1. Objective

To provide guidelines for the administration and establishment of alternative schools.

2. Definitions

2.1 Alternative School

Alternative schools are recognized schools with unique MIDENT numbers that offer specialized programs that are unique in pedagogy and have staff involvement and strong parental/guardian and/or student involvement; environments vary and provide an educational experience suited to individual learning styles/preferences and/or needs.

2.2 Alternative Program

A system program established to respond to unique student needs. Students must meet the criteria outlined for the program and participate in an intake or application process.

2.3 Alternative Schools Review Committee (ASRC)

Lakehead District School Board may establish an Alternative Schools Review Committee comprised of:

- Superintendent of Education;
- Superintendent of Business or designate;
- two administrators (one elementary and one secondary); and
- additional staff as required.

The ASRC will evaluate Alternative Schools proposals and make recommendations to the Board.

2.4 New Alternative School Committee

The Superintendent of Education may establish a New Alternative School Committee to facilitate the establishment of a new Alternative School. The Committee will include:

- Superintendent of Education;
- Principal;
- program Staff;
- School Council Representative; and
- member from the Proposal Group.

CURRICULUM AND INSTRUCTION**4000****ALTERNATIVE SCHOOLS PROCEDURES****4020**3. Policy

It is the policy of Lakehead District School Board that all requests for the establishment of alternative schools will be guided by the Alternative Schools Policy and Procedures 4020. Lakehead District School Board programs shall comply with the Education Act and regulations, and Ministry of Education guidelines, as well as all Lakehead District School Board policies and practices.

4. Process for Proposed New Alternative Schools

4.1 Community requests for Alternative Schools will be initiated by constituents submitting a formal "Letter of Intent" to the Superintendent responsible for Alternative Education or designate by May 30 prior to submitting a proposal on September 30. The Letter of Intent will include:

- primary contact name, address and phone number;
- list of the individuals submitting a proposal;
- brief overview of the philosophy, mission and values of the proposed school; and
- benefits to students.

4.2 Following the "Letter of Intent", a completed proposal must be submitted to the Superintendent responsible for Alternative Education or designate by September 30.

The proposal must include:

- school objectives;
- educational philosophy, mission and values;
- proposed curriculum and program;
- parent/constituent expectations;
- resources and required budget; and
- a list of students who wish to formally register for the new school including names, addresses, telephone numbers, email addresses, and current schools, if any.

All inquiries regarding the proposal process are to be directed to the Superintendent responsible for Alternative Education or designate.

CURRICULUM AND INSTRUCTION**4000****ALTERNATIVE SCHOOLS PROCEDURES****4020**

- 4.3 Upon receipt of the completed proposal, the Superintendent responsible for Alternative Education or designate may convene an Alternative Schools Review Committee (ASRC) including:

- Superintendent of Education;
- Superintendent of Business or designate;
- two administrators (one elementary and one secondary);
- program staff; and
- facilities staff.

The ASRC will discuss the viability of the proposal and identify any additional information required.

The Superintendent of Education responsible for Alternative Education or designate will chair the Alternative Schools Review Committee summarizing the results of the viability of the new alternative school proposal. These results may include:

- a request to have additional issues addressed;
- a recommendation to the Board to proceed with a feasibility study; and/or
- a reason(s) why the proposal is not deemed viable.

The Superintendent of Education responsible for Alternative Education or designate will deliver the ASRC's report to the Director of Education.

- 4.4 The Board may request that the ASRC convene a feasibility study which shall include an in depth analysis of:

- enrolment projections;
- program;
- facility needs
- personnel;
- financial impact; and
- sustainability.

At each stage of the feasibility process the request may be:

- approved;
- referred back for further information; and/or
- formally rejected.

CURRICULUM AND INSTRUCTION

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ALTERNATIVE SCHOOLS PROCEDURES

4020

5. Successful Proposals

Following Board approval:

- 5.1 The new school becomes the responsibility of a Superintendent of Education. The Superintendent of Education will convene a New Alternative School Committee to facilitate the establishment of the new school.
- 5.2 An updated list of students who wish to formally register for the new school including names, addresses, telephone numbers, email addresses and current schools, if any, will be submitted monthly until the end of June of the school year preceding the start-up school year for the new alternative school.

6. Reporting Requirements

- 6.1 Each year, the Superintendent responsible for the Alternative School will deliver a report to the Director of Education. This report will include the following:
 - enrolment projections;
 - program; *and*
 - financial impact.
- 6.2 At least once every five years the Principal of the Alternative School will invite their school community to a meeting to review, revise and/or reaffirm their school's philosophy, mission and values statement.
- 6.3 An up-to-date copy of each Alternative School's philosophy and mission and values statement will reside within the Office of the Superintendent of Education responsible for Alternative Education or designate.

7. Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Alternative Schools Policy _____	September 25, 2012	_____
<u>Reference</u>	<u>Date Revised</u>	_____
Toronto DSB Alternative Schools Operational Procedure		

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Victoria Park Training Centre
Thunder Bay, Ontario

2014 APR 16

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Theresa Graham (Vice Chair)
Marg Arnone (Trustee)
Maureen Cameron

David Fulton
Pat Johansen (Trustee)
Sheila Marcinyshyn
Shawna Murphy-Crupi
Ron Oikonen (Trustee Alternate)

ABSENT WITH REGRET:

Jennifer Bean-Anderson
Judy Kay
Mike Otway

OTHERS PRESENT:

Colleen Kappel
Lori Carson
Catherine Siemieniuk
Trustee Lori Lukinuk
Trustee Karen Wilson
Rachel Angecone
Wesley Kivisto

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order at 5:15 p.m.

2. **Approval of the Agenda**

Moved by Trustee Pat Johansen

Seconded by Trustee Marg Arnone

"THAT the agenda for the April 16, 2014 SEAC meeting be approved."

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. Presentations

4.1 Strategic Plan – C. Siemieniuk

Catherine Siemieniuk, Director of Education, provided a handout of the updated draft Lakehead District School Board Strategic Plan. Director Siemieniuk provided a background and suggested plan to extend the Strategic Plan to 2015. A final recommendation will be brought forward to the May 27, 2014 Regular Board meeting. Members were requested to provide any suggestions through the Director's Blog link on the Lakehead Public Schools website.

5. Approval of the Minutes

Moved by Theresa Graham

Seconded by Trustee Pat Johansen

"THAT the minutes of the March 19, 2014 SEAC meeting be approved."

CARRIED

6. Correspondence

The correspondence folder was circulated to members for their perusal.

7. Advocacy Tracking

The Advocacy Tracking template was circulated to members for completion.

8. Status of 2013-2014 Budget

Laura Sylvestre, Chair of SEAC, provided the status of the 2013-2014 budget to members.

9. Board Update

Trustee Pat Johansen provided information on the April 1, 2014 Budget Deputation Meeting and the April 8, 2014 Standing Committee Meeting.

The following reports were addressed at the Standing Committee meeting:

- Crestview Public School – Supporting Character Education - "Kids Leading Kids";
- Mental Health Strategy Update;
- Alternative Voting Methods for the 2014 Municipal Election; and
- Policy Review of Community/Education Partnerships and Student Trustee policies.

10. Adjournment

Moved by Trustee Pat Johansen

Seconded by Maureen Cameron

"THAT we do now adjourn at 5:30 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JUN 10
Report No. 074-14

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) REQUEST FOR APPROVAL
OF CORRESPONDENCE

1. Background

At the January 15, 2014 and March 19, 2014 Special Education Advisory Committee (SEAC) Meetings, correspondence was circulated to members. Two items, one from the Toronto Catholic District School Board SEAC (Appendix A) and the other from Rainbow District School Board SEAC (Appendix B) drew attention to members.

2. Situation

2.1 Michael Otway, member representative from VOICE requested that the correspondence be addressed at a SEAC meeting suggesting that Lakehead District School Board SEAC express their support to the letters received and share in the concerns regarding the state of speech and language services for school-aged children in Ontario.

2.2 A letter of support was drafted and addressed at the May 21, 2014 SEAC meeting. The following motion was approved:

“THAT SEAC approve the letter of support to the Ministries involved for submission to the Lakehead District School Board, for approval.”

2.3 Attached as Appendix C is the letter of support to the Ministers of: Education; Children and Youth Services; and Health and Long Term Care.

3. Conclusion

The Special Education Advisory Committee respectfully requests that the Board approve the request to send correspondence of support addressing the items presented.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the request from the Special Education Advisory Committee (SEAC) to send correspondence of support to the Minister of Education, Minister of Children and Youth Services, and the Minister of Health and Long Term Care as outlined in Report No. 074-14.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education



December 2013

DEC 18 2013

Liz Sandals
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario, M7A 1L2

Teresa Piruzza
Ministry of Children and Youth Services
M-1B114, MacDonal Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Deborah Matthews
Ministry of Health and Long Term Care
10th Floor, Hepburn Block
80 Grosvenor Street
Toronto, Ontario, M7A 2C4

Dear Ministers:

We are writing to you with a sense of urgency concerning the state of speech and language services for school-aged children in Ontario. The agreement between School Health Support Services (SHSS) and School Boards set out in the Inter-Ministerial Guideline for Program/Policy Memorandum No. 81 (P/PM 81) is resulting in fragmented services. P/PM 81 contains some good measures but leaves some key gaps for school-aged children. These gaps make it difficult for Ontario families to receive equitable and efficient speech and language services.

The current system for the provision of speech and language services in Ontario is complex and difficult for parents to navigate. *It results in gaps and in the duplication of services.* There are long waiting lists for speech services through the SHSS' Community Care Access Centres (CCAC). Many children wait for more than a year for service. What we do know is that children who receive timely help for their speech and language needs are more likely to develop literacy skills, stay in school, get along well with their peers and become responsible adults. Research shows that without help children are more likely to be at risk for continued communication problems and mental health issues, more likely to be in trouble with the law, require social assistance and have difficulty maintaining employment.

The current legislation dating back to its origins in 1984 is ineffective at best, and at worse, is harmful in its delay of service to students and its cost to taxpayers. The infrastructure for speech and language services should put children first instead of having CCACs triage their needs along with their primary purpose which is to provide home care for patients leaving hospital. The best way to provide speech and language service for children is to integrate services in the classroom, under the control of school boards. This will ensure that children who need speech and language services receive it in a timely way.

Therefore, we respectfully ask the three Ministries involved in the delivery of speech and language services to immediately implement the recommendations outlined in the *Report on the Review of School Health Support Services Program (2009)* prepared by Deloitte for the Ministry of Health and Long Term Care. In particular, please address the wasteful practice of the duplication of Speech and Language Assessments by asking the CCAC's to accept the assessments generated by School Board Speech and Language Pathologists.

We look forward to your response and action

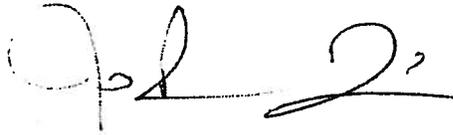
Yours truly,

Marilyn Taylor



Special Education Advisory Committee, Chair
Toronto Catholic District School Board

Jo-Ann Davis



Chair of the Board,
Toronto Catholic District School Board

cc: All Ontario SEACs



MAR 05 2014

69 Young Street, Sudbury, Ontario P3E 3G5 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

February 5, 2014

Liz Sandals
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario, M7A 1L2

Teresa Piruzza
Ministry of Children and Youth Services
M-1B114, MacDonald Block
900 Bay Street
Toronto, Ontario, M7A 1L2

Deborah Matthews
Ministry of Health and Long Term Care
10th Floor, Hepburn Block
80 Grosvenor Street
Toronto, Ontario, M7A 2C4

Dear Ministers:

The Rainbow District School Board's Special Education Advisory Committee (SEAC) wishes to add their support to the recent letter sent to the Ministries dated December 2013 by the Toronto Catholic District School Board's SEAC in highlighting their concerns with the state of speech and language services for school-aged children in Ontario.

The Rainbow Board's SEAC agrees with the comments made in the letter that, "the current system for the provision of speech and language services in Ontario is complex and difficult for parents to navigate. It results in gaps and in the duplication of services." We share the concerns that there are "long waiting lists for speech services through the SHSS' Community Care Access Centres (CCAC)" and that many children, "wait for more than a year for service." The Rainbow Board's SEAC also agrees, "children who receive timely help for their speech and language needs are more likely to develop literacy skills, stay in school, get along well with their peers and become responsible adults." Without help, this population of children are more likely to be, "at risk for continued communication problems and mental health issues, more likely to be in trouble with the law, require social assistance and have difficulty maintaining employment."

As a school board in Northern Ontario, the experience of many of our parents is not a duplication of services, but gaps in services. The length of wait lists to access services through the local CCAC are closer to two years with interventions that are relatively brief and that require these same children, should they require continued services, to be re-referred to the CCAC following the completion of their block of intervention to begin the wait all over.

From September 2011 until June 2013, the Rainbow Board participated in a tri-ministerial pilot known as the Integrated Speech Language Experience (ISLE). The Ministry of Education, the Ministry of Children and Youth Services, and the Ministry of Health and Long Term Care asked communities around the province to come up with pilot projects that would improve speech and language services for children from birth to Grade 3. The Rainbow Board and our community partners collaborated and were chosen as one of seven pilot projects across the province. The community of Garson was chosen as the site of the ISLE project as it was representative of Sudbury as a whole (French and English schools, a Best Start Hub, and some specialized classes, etc.). Through this endeavor, the following goals were established and achieved:

- A common intake form and multiple points of entry to the system with "no wrong door"
- Enhanced speech language screening at school registration and school entry for identification of children requiring support
- School-based speech language service for all children with speech language needs beginning in JK provided by one speech language pathologist at each school
- A full range of speech language interventions including individual and group programming, parent training, teacher coaching/support, consultations and monitoring
- Some preschool speech language services at the Garson Best Start Hub
- Enhanced emergent literacy and early literacy support
- Enhanced parent education for parents of children in Junior and Senior Kindergarten
- An "individual service plan" for every child requiring speech language services improved transition from preschool community to school based services.

With the completion of this project, over 152 students were provided with speech and language services in one school alone. The goals of this project also complement the goals of the Early Learning Programs that are established throughout the Rainbow Board as part of the province's full-day kindergarten implementation. The speech and language needs of the students must be supported now if they are to receive interventions early enough to have a positive, lasting influence in their lives.

The SEAC of the Rainbow District School Board respectfully asks the three Ministries involved in the delivery of speech and language services to immediately implement the recommendations outlined in the Report on the Review of School Health Support Services Program (2009) prepared by Deloitte for the Ministry of Health and Long Term Care. We also ask that the Ministries consider the successful implementation of the ISLE project as a framework for other schools and boards in Ontario.

Sincerely,



**Bob Clement
SEAC Chair
Rainbow District School Board**

cc: SEAC Chairs, Ontario School Boards



Lakehead District School Board
2135 Sills Street
Thunder Bay, ON
P7E 5T2
Voice: 807.625.5126
Fax: 807.623.7848

June 10, 2014

Liz Sandals
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Teresa Piruzza
Ministry of Children and Youth Services
M-1B114, MacDonald Block
900 Bay Street
Toronto, ON M7A 1L2

Deborah Matthews
Ministry of Health and Long Term Care
10th Floor, Hepburn Block
80 Grosvenor Street
Toronto, ON M7A 2C4

Dear Madam Ministers:

The Special Education Advisory Committee (SEAC) of Lakehead District School Board is adding their support to the recent correspondence sent to the Ministries from Rainbow District School Board and Toronto Catholic District School Board highlighting their concerns with the state of speech and language services for school-aged children in Ontario.

The Lakehead District School Board's SEAC agrees that fragmented services and some key gaps in *PPM 81, Interministerial Guidelines for the Provision of Speech and Language Services (as applicable to the Education Act)* make it difficult for Ontario families to receive equitable and efficient speech and language services. Lakehead District School Board's SEAC suggests the three Ministries involved immediately address the following:

1. Waiting Lists, Streamlining of Services, and Ease of Access

Presently Ontario children wait more than a year for speech and language services. As part of this wait, children receive intervention, but should they require continued services, are referred again to join another wait list for services. Streamlining services with one point of access for families is paramount in providing children with the care and attention they require as soon as possible.

2. Consistency of Service Delivery

A lack of a consistent set of guidelines and tools results in variability in access and potentially impacts the overall progress of children's ability to participate in the education curriculum.¹

¹ Deloitte & Touche LLP and affiliated entities – Review of School Health Support Services

The Special Education Advisory Committee of Lakehead District School Board, joins Toronto Catholic District School Board and Rainbow District School Board by respectfully requesting that the three Ministries involved in the delivery of speech and language services immediately implement the recommendations outlined in the Report on the Review of the School Health Support Services Program (2009) prepared by Deloitte & Touche LLP.

Sincerely,

A handwritten signature in black ink, appearing to read "Sylvestre". The signature is fluid and cursive.

Laura Sylvestre
Chair
Special Education Advisory Committee
Lakehead District School Board.

cc SEAC Chairs, Ontario School Boards