



Office of the Director

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

REGULAR BOARD MEETING NO. 7

**Tuesday, March 26, 2013
Jim McCuaig Education Centre**

Catherine Siemieniuk
Director of Education

Deborah Massaro
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 – 6:45 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Connected By Character at Five Mile Public School	C. Kappel	1-5
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 6 - February 26, 2013	D. Massaro	6-10
9. 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>
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	G. Saarinen	Verbal
10.2	Student Trustee Report	R. Kendrick	Handout
10.3	Bus Transportation Final Contracts for 2012-2013 (034-13)	D. Wright	11-12
10.4	Mental Health Strategy Update (031-13)	C. Kappel	13-15
10.5	Special Education Advisory Committee Meeting Minutes - January 16, 2013	C. Kappel	16-19
10.6	Parent Involvement Committee Meeting Minutes - January 14, 2013	C. Siemieniuk	20-23
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee		
14.	Ad Hoc and Special Committee Reports		
15.	New Reports		
15.1	Policy Review 3100 Accessibility Standards for Customer Service (035-13)	C. Kappel	24-46

It is recommended that Lakehead District School Board:

1. *Apply the use of Policy Development and Review Policy, Section 6 which reads as follows:*

“Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy.”

2. *Approve 3100 Accessibility Standards policy, Appendix A to Report No. 035-13.*

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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		<u>Resource Person</u>	<u>Pages</u>
15.2	School Year Calendar 2013-2014 (036-13)	C Kappel	47-50
	<i>It is recommended that Lakehead District School Board:</i>		
	<ol style="list-style-type: none"> 1. <i>Approve the proposed 2013 - 2014 Elementary School Year Calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 036-13.</i> 2. <i>Approve the proposed 2013 - 2014 Secondary School Year Calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 036-13.</i> 		
15.3	Approval of Appointment to the Special Education Advisory Committee (SEAC) (037-13)	C. Kappel	51-52
	<i>It is recommended that Lakehead District School Board approve the appointment of Jennifer Turcotte as member, to the Special Education Advisory Committee representing North West Community Care Access Centre for the term ending November 30, 2014.</i>		
15.4	Special Education Advisory Committee (SEAC) Request for Approval of Correspondence (033-13)	C. Kappel	53-59
	<i>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 and the Minister of Community and Social Services as outlined in Report No. 033-13.</i>		
16.	New Business		
17.	Notices of Motion		
18.	Information and Inquiries		
19.	Adjournment		

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



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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:45 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 Regular Board Meeting No. 6 - February 26, 2013	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations	D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Lakehead Public Schools



CELEBRATING STUDENT ACHIEVEMENT

School: Five Mile Public School

Title of Initiative: Connected By Character at Five Mile Public School

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Over the last several months students, staff, and parents at Five Mile have been participating in various activities that focus on character building and improving the school environment.
2. Rationale for selecting the initiative	When teachers have more time to teach in a polite, respectful environment, and children feel safe, appreciated and respected — then real achievement and learning can take place. It's called a quality learning environment, and the research shows that how a student feels about their learning environment and their opportunity for success are crucial factors in student achievement. As a result, we were looking at improving the school environment and in so doing improving student achievement.
3. Intended outcomes of the initiative related to improved student achievement	We know that all children, whether they are labelled "at-risk" or not, need mentors, role models, and caring adults in their lives. Through our Connected By Character initiative we hoped to provide students with nurturing, caring, and positive relationships with staff and their peers — the essence of character education. In so doing we anticipated that students would be more successful, feel more appreciated and have a stronger sense of belonging. There may be no truer statement than the old saying, "You've got to REACH them before you can teach them."
4. Description of the data used	The data that we used came from Office Referral Forms, Character Room Referral forms, School Climate Survey and anecdotal comments from staff, students, and parents. We will also look for improvements in report card marks, and DRA.

Components of Initiative	School's Details
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>As mentioned earlier as part of our Connected By Character focus at Five Mile the entire community has been involved in various events and tasks. Below is a brief description of some of these exciting activities:</p> <ul style="list-style-type: none"> • The Power of 7- 7 Habits of Happy Kids (Leader In Me) and 7 Grandfather Teachings; • Active Student Council (Kindness Cards, Community Fundraisers, Student Led Vocal Groups); • PROPS; • Dance-A-Thon; • Afterschool Art Club; • Character focus on announcements through our Words of Wisdom each day; • Monthly Character Assemblies; • Character Corner in school/classroom newsletters; • Supervision schedule that speaks to community involvement and ownership; • Various community events...Family Christmas Celebration, Family Fun Night with Local Author Marcia Arpin, Family Skate Night, etc; and • Some of the specific activities around the school in which every class/student participated included: *personal "hand" placemats, *development of class pledges/shields, restorative circles, * WITS problem solving focus, * monthly Character tickets draws, *Falcon Character Award nominations, and much more.

Components of Initiative	School's Details
<p>6. One or two highlights of the above activities</p>	<p>CHARACTER ROOM Our incredible Character Room is a place where students get a chance to respond to and in a restorative way deal with conflicts or challenges at school. Students can be “referred” to the Character Room by any adult in the school or they can invite themselves. Through various activities in our Character Room (i.e. community/restorative circles, Friendship Fondue Party, Playground Design Committee, Peer Ref Meeting) we help to foster and build a variety of healthy relationships that help to keep Five Mile connected by character.</p> <p>PROPS Leaders Peers Running Organized Play Stations is a program that encourages children to use their time productively in the school yard by helping them learn new and traditional games. In playing these games and doing these activities, students are less likely to engage in undesirable playground behavior. The key is to teach these games so that students can play them. The PROPS squad consists of trained older students who, not only know the games being played, but enjoy playing and teaching them to the younger children.</p> <p>PROJECT WISDOM The centerpiece of the program is a series of thought-provoking inspirational messages that are narrated over our PA system each morning. In just one minute a day, we reach every student and every staff member with a few words of wisdom that uplift and promote a more positive and effective school climate. Our staff also has access to messages batched by weekly or monthly themes, weekly journal pages, quotation booklets, parent resources, and more. Each month our Words of Wisdom are directly related to our Character Focus for that month.</p>

Components of Initiative	School's Details
7. Description of any unexpected results or "moments of serendipity" related to the initiative	<ul style="list-style-type: none"> • Through the PROPS program we have been able to provide some early detection and support to some students that were "at-risk"...disengaged, self-confidence issues, etc. • The physical environment of the school has literally come alive with character. The common language of the Seven Grandfather Teachings and the Seven Habits of Happy Kids permeated conversations in classrooms, hallways, and on the playground. • Many Junior and Intermediate students have become natural role models for their peers, facilitating discussion groups in primary classrooms, modelling positive relationships and behaviour around the school. • Staff have noted improvements in playground behaviour and student interactions. • Staff & students have noted that they have been able to build stronger relationships which stretch beyond their divisions. • Parents have noted and commented on significant changes in the school environment and improvements in their children's perceptions and feelings about school.
8. Description of one or two interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> • Administrative support is very important. • The entire staff needs to be invested in and feel ownership in, and throughout the process. • Ideally scheduling some of these activities would be more appropriate for early September thus setting the tone for the beginning of the year. • Incredibly rewarding experience for everyone specifically because every contribution (either in the form of discussions, activities, or products) was valued and recognized.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<ul style="list-style-type: none"> • Time - both in terms of continuing to meet with staff as well as integrating these activities into our very busy school schedules/days.
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • Continue to have administrative support and encouragement specifically through newsletters, memos, and resources. • Continue to challenge ourselves and each other to make this a part of our everyday lives. • Next year begin this initiative earlier on in the school year and also establish a committee of individuals to take a lead in the planning process.

Components of Initiative	School's Details
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Having an initiative that involves each and every member of our school community and which has created a culture filled with the language of respect and responsibility has made significant changes at our school such as:</p> <ul style="list-style-type: none"> • Better use of class time • Improvements in student behaviour • Building more positive relationship within the school • A stronger sense of community and citizenship • Improvements in student achievement <p style="text-align: center;">BETTER CITIZENS = BETTER LEARNING</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 6

Board Room
Jim McCuaig Education Centre

2013 FEB 26

TRUSTEES PRESENT:

Deborah Massaro (Chair)
Pat Johansen
Lori Lukinuk

Ron Oikonen – via teleconference
Jack Playford
George Saarinen
Rheanna Kendrick (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

Marg Arnone
Karen Wilson (Vice Chair)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherri-Lynne Pharand, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Jeff Upton, Lakehead OPC
Elaine Oades, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Lukinuk

“THAT the Agenda for Regular Board Meeting No. 6, February 26, 2013 be approved.”

CARRIED

2. **Resolve Into Committee of the Whole – Closed Session**

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Massaro in the Chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 5*
 - *January 22, 2013*

- *Legal Matter*
- *Negotiations*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee Lukinuk

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 5, January 22, 2013.’”

CARRIED

5. WE Stand Up Thunder Bay 2013

Logan Turner, Sir Winston Churchill Collegiate and Vocational Institute student, along with Reegan Bushby, Hammarskjold High School student, and Emmarie Leeson, Superior Collegiate and Vocational Institute student, presented information regarding the May 6 *WE Stand Up Thunder Bay 2013*. All Trustees’ questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Playford

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 5, January 22, 2013.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

7. Ontario Public School Boards’ Association (OPSBA) Report

Trustee Saarinen, Ontario Public School Boards’ Association Director and voting delegate, presented a verbal report highlighting the information addressed at the February 22 to 23 OPSBA Board of Directors meetings. Items addressed: Liz Sandals, Minister of Education, Stepping Stones – A Resource on Youth Development, and working groups. Information will be left in the Trustees’ Lounge for perusal. The next Board of Directors meetings will take place on April 26 and 27.

8. Student Trustee Report

Rheanna Kendrick, Student Trustee, provided a handout as her report. Items addressed included: secondary school activities, Ontario Public School Boards' Association Public Education Symposium, the Ontario Student Trustees' Association (OSTA-AECO) Conference, McKellar Park Central Public School's Student Ambassadors, and the 2013-2014 Student Trustee selection process.

9. Student Transportation Services of Thunder Bay (STSTB) Committee Meeting Report

Trustee Saarinen, the Trustee representative on the Student Transportation Services of Thunder Bay Committee, presented a verbal report highlighting the information addressed at the February 19 Student Transportation Services of Thunder Bay Committee meeting. Items addressed: consortium management, transportation contracts, and the Request for Prices (RFP) process. Information will be left in the Trustees' Lounge for perusal. The next Student Transportation Services of Thunder Bay Committee meeting will take place on May 21. All Trustees' questions were addressed.

10. Territorial Student Program (TSP) (030-13)

Sherri-Lynne Pharand, Superintendent of Education, introduced Bruce Sauder, Administrative Services Supervisor, and Cecille Shonias, Territorial Student Program Coordinator, who presented information pertaining to the Territorial Student Program. All Trustees' questions were addressed. Trustees, by consensus agreed, that the OPSBA Board of Director or Alternate bring information/concerns pertaining to the TSP to the next Board of Director's meeting.

11. New Teacher Induction Program - NTIP (029-13)

Sherri-Lynne Pharand, Superintendent of Education, introduced Heather Harris, Chair of the New Teacher Induction Program, and Robin Tabor-John, Coordinator, who presented the report. Highlights included: new teacher orientation, mentoring, professional development and training, teacher performance appraisal, and sustainability. All Trustees' questions were addressed.

MATTERS FOR DECISION:

12. Recommendations from the Standing Committee (028-13)

Policy Review - 9020 Library Resource Centre Policy & Procedures (024-13)

Moved by Trustee Saarinen

Seconded by Trustee Playford

"THAT Lakehead District School Board approve Policy 9020 Library Resource Centre, Appendix A to Report No. 028-13."

CARRIED

13. Recommendations from the Standing Committee (028-13)

Information Technology Plan – Update (017-13)

Moved by Trustee Lukinuk

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the use of reserve funds to support the implementation of the Information Technology Plan.”

Amendment

Moved by Trustee Playford

Seconded by Trustee Saarinen

“Insert the words ‘up to \$2,850,000’ after the word ‘funds’.”

CARRIED

Amended Main Motion

Moved by Trustee Lukinuk

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the use of reserve funds up to \$2,850,000 to support the implementation of the Information Technology Plan.”

CARRIED

14. Approval of Appointment to the Special Education Advisory Committee (SEAC) (027-13)

Moved by Trustee Johansen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the appointment of Jennifer Bean-Anderson as member, to the Special Education Advisory Committee representing Canadian Diabetes Association – Northwestern Ontario for the term ending November 30, 2014.”

CARRIED

15. Establishment of 2013-2014 Budget Committee (026-13)

Moved by Trustee Playford

Seconded by Trustee Johansen

“THAT:

- 1. *Lakehead District School Board establish the 2013-2014 Budget Committee comprised of all Trustees; and*
- 2. *The 2013-2014 Budget Committee report its recommendation to the Lakehead District School Board no later than the date provided by the Ministry of Education.”*

CARRIED

16. Information and Inquiries

- 16.1 Trustee Johansen reported that she represented Lakehead District School Board at the 2013 Annual Air Cadet Selection Board Interviews held on February 24.
- 16.2 Trustee Lukinuk suggested that the Board Room's technology be utilized to save on copying costs.
- 16.3 Trustee Saarinen noted that he received an invitation from the Minister of Finance to attend a video conference on February 28 regarding the 2013 Ontario Budget.
- 16.4 Trustee Lukinuk noted that the Canadian School Boards Association's (CSBA) Student Wellness Committee and the National Committee on Student Health are joining forces to create a national voice for students' health and wellness.

17. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

"THAT we do now adjourn at 9:13 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAR 26
Report No. 034-13

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

RE: BUS TRANSPORTATION FINAL CONTRACTS FOR 2012-2013

1. Background

- 1.1 Transportation contracts for Lakehead District School Board were based on a formal procurement process and negotiated efforts with the coterminous board and our service providers. References to changes in the 2012-2013 contract amounts refer back to the previous year.
- 1.2 According to policy 3040 Transportation, the final audited transportation contract amounts must be presented to the Board annually.

2. Contract Changes

- 2.1 With respect to the 2012-2013 contracts, Lakehead District School Board has secured fully tendered routing for busing services through Student Transportation Services of Thunder Bay (STSTB).
- 2.2 Utilization of the MapNet computer program for automated route planning decreased the daily distance by 95 km/day to a daily distance total of 12,673 km.
- 2.2. Fuel – The 2012-2013 transportation funding formula contains a *Fuel Escalator/De-Escalation Clause* to help provide additional funding stability despite market volatility of fuel prices. The Ministry of Education has pegged fuel funding price at \$0.957 per liter, plus or minus three percent. If fuel prices are above or below this spread in any month within the fiscal year, a funding adjustment will apply.
- 2.3 2012-2013 fully tendered and audited routing resulted in the following monthly contract amounts (not including HST):

MONTHLY PAYMENT	
First Student	\$332,676
Iron Range Bus Lines	\$148,080
TOTALS	\$480,756

3. Contract Analysis

It is also important to note that service levels and safety standards have been maintained through initiatives such as:

- the First Rider Program;
- installation of video cameras on school buses;
- annual driver evaluations;
- installation of reflective tape on the outside of all school buses;
- installation of crossing arms on the front of all school buses;
- requirement of five annual safety meetings for every driver; and
- CPR, First Aid, and safety retraining for all drivers.

4. Conclusion

The changes to this year's bus contract rates allow Lakehead District School Board to continue to provide safe, high quality transportation services to students in Thunder Bay and the surrounding region.

Respectfully submitted,

ROD BESSEL
Manager of Custodial Services & Transportation

DAVE CARROLL
Consortia Manager, Student Transportation Services of Thunder Bay

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAR 26
Report No. 031-13

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

RE: MENTAL HEALTH STRATEGY UPDATE

1. Background

1.1 *Open Minds, Healthy Minds* is the Government of Ontario's comprehensive strategy to address mental health and addictions for all Ontarians. The first three years of the strategy are focused on children and youth.

1.2 Lakehead District School Board established a Mental Health Steering Committee in November 2011. Members of the committee are:

- Lori Carson, Chair;
- Colleen Kappel, Superintendent of Education;
- Mary-Beth Minthorn-Biggs, Mental Health Leader;
- Debra Parks, Chief Social Worker;
- Vicki Shannon, Secondary Vice Principal;
- Darryl Fawcett, Elementary Teacher;
- Tina Bobinski, Manager of Counselling and Clinical Support Services, Dilico Anishinabek Family Care;
- Diane Walker, Program Manager, Children's Centre Thunder Bay; and
- Jennifer Turcotte, Manager, Mental Health and Addictions (School Program), Northwest Community Care Access Centre.

1.3 Lakehead District School Board received funding from the Ministry of Education to hire a Mental Health Leader for 2012-2013. Dr. Mary-Beth Minthorn-Biggs began her placement as the Mental Health Leader in September 2012.

1.4 As outlined in the Multi-Year Strategic Plan, Lakehead District School Board is committed to enhancing mental, physical and social well-being through a safe, inclusive and equitable environment.

2. Situation

2.1 The Ontario Government's Mental Health Strategy priorities for the next three years are:

Fast Access to High Quality Services

- Build capacity in the community-based sector;
- Reduce wait times;
- Meet community needs; and

- Link education, child and youth mental health, youth justice, health care and community.

Identify and Intervene Early

- Provide tools and support to those in contact with children and youth so they can identify mental health issues sooner;
- Provide resources for effective responses to mental health issues; and
- Build mental health literacy and local leadership.

Close Critical Service Gaps

Increase availability of culturally appropriate services and serve more children and youth:

- in Aboriginal, remote and underserved communities;
- with complex mental health needs; and
- at the key transition point from secondary to post-secondary education.

2.2 The Lakehead District School Board Mental Health Strategy will:

- 2.2.1 build organizational conditions, including infrastructure, protocols and role clarity for effective school mental health;
- 2.2.2 enhance staff capacity to support student mental health; and
- 2.2.3 select and implement evidence-based mental health promotion and prevention programming.

3. Key Actions

- 3.1 The resource mapping has been completed and system and school-based strengths and gaps have been identified. As well, the value of Lakehead District School Board's partnerships with community and regional agencies that support our students was well articulated through the process.
- 3.2 The Mental Health and Addiction Nurse is now active in both elementary and secondary schools. This position stems from a tri-ministry initiative which is administered through the Community Care Access Centre- CCAC.
- 3.3 The first phase of our Mental Health literacy training plan has been developed. This plan addresses educational needs across all levels of the pyramid of intervention and all staff groups (e.g. administration, teachers, social workers, secretaries and custodians) and students. Training commenced in February 2013.
- 3.4 The formal Bullying Prevention Strategy is under development with consultation with Mental Assist to ensure the strategy is evidence-based and follows best practice. Strength based teaching and Character Education, combined with Restorative Practices will construct the foundation of the Bullying Prevention Strategy.

- 3.5 School climate engagement survey, Tell Them From Me (student survey Grades 4 to 12), will be conducted in our schools from April 8 to April 26, 2013.
- 3.6 The Mental Health Steering Committee remains active and will begin the process of reviewing the resource mapping and the first draft of the Lakehead District School Board Mental Health Strategy.

4. Next Steps

- 4.1 The Resource Map will be submitted to Ministry of Education and School Mental Health Awareness, Strategy, Selection and Implementation Support Team (ASSIST) by March 31, 2013.
- 4.2 Lakehead District School Board's draft Mental Health Strategy will be presented to a variety of stakeholders.
- 4.3 Ongoing Mental Health literacy planning and implementation of key actions will continue.
- 4.4 The Mental Health Leader will work with administrators to interpret and process Tell Them From Me student survey data and collate Board data from the Tell Them From Me student survey in order to establish baseline indicators and future outcome measures. Schools will build on the goals set last year as a follow up to the School Climate Surveys.
- 4.5 Lakehead District School Board staff will continue to foster existing community partnerships and look for opportunities to develop new partnerships.

5. Conclusion

The Mental Health Strategy builds upon Lakehead District School Board's Strategic Plan by supporting the well-being of all students and staff through the provision of safe, caring and inclusive school learning environments.

Respectfully submitted,

LORI CARSON
Student Support Leadership Initiative Lead
Chair, Mental Health Steering Committee

MARY-BETH MINTHORN-BIGGS
Mental Health Leader

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2013 JAN 16

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Marg Arnone (Trustee)
Pat Johansen (Trustee)

Sheila Marcinyshyn
Janyelle Roberts

ABSENT WITH REGRET:

Theresa Graham (Vice Chair)
Miranda Myers
Mike Otway
Colleen Valiquette

OTHERS PRESENT:

Colleen Kappel
Andrea Pugliese
Catherine Siemieniuk
Trustee Lori Lukinuk

1. **Call to Order**

Chair Laura Sylvestre called the meeting to order at 6 p.m.

2. **Approval of the Agenda**

Moved by Marg Arnone

Seconded by Janyelle Roberts

“THAT the agenda for the January 16, 2013 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 Update – C. Siemieniuk

Catherine Siemieniuk, Director of Education, presented an overview of the draft updated Strategic Plan 2012-2014. Director Siemieniuk compared the difference between the current Strategic Plan and the new plan. Information on the Director's Annual Report was also shared with SEAC members. SEAC members did not provide any input to the draft updated Strategic Plan.

5. Approval of the Minutes

Moved by Pat Johansen

Seconded by Sheila Marcinyshyn

"THAT the minutes of the December 19, 2012 SEAC meeting be approved."

CARRIED

6. Business Arising From the Minutes

6.1 SEAC Member Recruitment Advertisement

Members reviewed the SEAC Member Recruitment advertisement that will be sent to the Lakehead Social Planning Council 211 for distribution to their database. Revisions were noted. Colleen Kappel, Superintendent of Education, will forward the information to both Armstrong and Collins communities.

6.2 SEAC Guest Speaker Event

Colleen Kappel, Superintendent of Education, provided an update on the SEAC Guest Speaker Event. Charles Bishop, Education Officer, has been in contact with Bruce Schenk of the International Institute of Restorative Practices. The event will likely occur during the third week of April. A suggestion to incorporate the April SEAC meeting prior to the Speaker Event was discussed. Members, by consensus, agreed to hold a brief SEAC meeting prior to the event. This will allow all members to attend without having to commit to another evening out.

7. Correspondence

The correspondence folder was circulated to members.

8. Advocacy Tracking

The advocacy tracking template was circulated to members for completion.

9. Kindergarten Registration Evening - Feb 4, 2013

Andrea Pugliese, Special Education Officer, provided information to members on the Kindergarten Registration Evening which will take place at the Valhalla Inn on Monday, February 4, 2013 at 7:00 p.m. Andrea requested SEAC volunteers to

attend the event with her at the SEAC display booth. Laura Sylvestre, Chair of SEAC, agreed to attend. An email will be sent to absent members to determine their interest in attending.

10. PIC Report

Marg Arnone, Trustee member on the Parent Involvement Committee, provided a report on the January 14, 2013 PIC Meeting. Items addressed at the meeting included:

- Strategic Plan Update – C. Siemieniuk;
- Library Policy Review – C. Bishop;
- Kindergarten Registration Evening – B. Nugent; and
- Family Connections Program.

11. SEAC Advocacy Training Plan

Andrea Pugliese, Special Education Officer, provided an outline of the Advocacy Training Plan. A handout was provided and suggestions from members were noted. If members have any additional input to the training plan, suggestions can be emailed to Andrea Pugliese or Ms. Haven. The Advocacy training plan will be scheduled at the March 20, 2013 SEAC meeting.

12. Dr. Gabor Maté Session – May 9, 2013

Information was provided to members on Dr. Gabor Maté's Session on May 9, 2013 titled: *The Biology of Loss: What Happens When Attachments Are Impaired and How to Foster Resilience*.

13. Information/Inquiries & Association Reports

13.1 Sheila Marcinyshyn, of Anishnawbe Mushkiki, informed members about the February 23, 2013 Family Day that will take place at Fort William Historical Park. A copy of the poster advertising the event will be distributed to SEAC members.

13.2 Laura Sylvestre, Autism Ontario – Thunder Bay Chapter, informed members about a Young Adult Support Brainstorming session that will take place on February 12, 2013 at the Communities Together For Children office in Northwood Mall. Everyone was invited to attend. A poster advertising the event will be distributed to SEAC members.

14. SEAC Budget 2012-2013

The status of the 2012-2013 budget was provided to members.

Trustee Pat Johansen inquired if SEAC budget funds could be used towards two parent SEAC members to attend the Dr. Gabor Maté session on May 9, 2013. Discussion ensued.

Moved by Trustee Pat Johansen

Seconded by Sheila Marcinyshyn

“THAT SEAC approve using the SEAC Budget to cover the cost of registration to Dr. Gabor Maté’s session on May 9, 2013 for up to two members.”

CARRIED

Information will be provided to all SEAC members via email requesting their interest to attend.

15. Board Update

Trustee Marg Arnone provided an update on the following Board meetings:

January 8, 2013 Standing Committee Meeting

The following items were addressed at this meeting:

- Presentation from Age Friendly Thunder Bay;
- Health and Safety Semi-Annual Report; and
- Expansion of full time Kindergarten to all school sites for 2013-2014.

January 14, 2013 Special Board Meeting

The following item was addressed at this meeting:

- Negotiations

16. Adjournment

Moved by Janyelle Roberts

Seconded by Sheila Marcinyshyn

“THAT we do now adjourn at 7:26 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 JAN 14

MEMBERS PRESENT:

Kelly Gallagher (Chair)
Marg Arnone
Serena Essex
Nathalie Ferguson
Pat Johansen
Vishnu Kowlessar
Gerry Leach
Laura Macgowan

Deborah Massaro
Heather McLean
Rima Mounayer
Miranda Myers
Catherine Siemieniuk
Susie Splett
Sheila Stewart

RESOURCE:

Kathryn Hantjis, Executive Assistant
Barb Kucherka, Manager, Adult Education
Bruce Nugent, Communications Officer
Brittany Slugoski, Family Connections Facilitator

GUESTS:

Jenn Davis, School Council Chair, Crestview Public School
Danica Gernat, School Council Co-Chair, Valley Central Public School
Lori Lukinuk, Trustee

MEMBERS ABSENT, WITH REGRET:

Angela Meady
Nicole Walter Rowan

1. **Call to Order**

Chair Kelly Gallagher called the meeting to order and welcomed those in attendance. Attendees introduced themselves.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of the Agenda**

By consensus, the agenda was approved with the following change:

- Item 8.1 Family Connections and the Parent Press, to be received directly following Item 4 Director's Report.

4. Director's Report

Catherine Siemieniuk, Director of Education, spoke about revisions to the Strategic Plan, the Director's Annual Report available on the Lakehead Public Schools website at http://www.lakeheadschoools.ca/documents/BOARD/reports/Directors_Annual_Report.pdf, the Literacy and Numeracy Secretariat's Capacity Building Series, an EQAO Parent Forum to be held in Thunder Bay on March 2, and the impact of the 34 credit cap. Director Siemieniuk also gave a brief update on the current labour situation and thanked parents for their ongoing support.

Regarding the Literacy and Numeracy Secretariat's Capacity Building Series, Director Siemieniuk noted it would be valuable to spend more time reviewing this document at a future meeting.

Regarding the EQAO Parent Forum being held in Thunder Bay on March 2, Director Siemieniuk asked members for suggested ways to communicate with parents about this event. Suggested modes of communication include school newsletters, the Lakehead Public Schools website, Twitter, Synrevoice, email to School Council Chairs, and newspaper advertising. Kathryn Hantjis will coordinate registration.

Sheila Stewart inquired as to the status of the Ministry of Education's proposed District School Board amalgamations. Director Siemieniuk responded that the Ministry of Education has notified District School Boards that amalgamations will not be moving forward at this point.

5. Family Connections and The Parent Press

Barb Kucherka, Manager of Adult Education, presented information about the Family Connections program that began in one school in 2006-2007 and has expanded to four schools. For 2012-2013, the program is running in Ogden Community Public School. The program was developed to assist parents in helping their children. Examples of current partnerships included The Friendship Centre, Ontario Works, and Biwaase'aa. Members suggested partnerships could be pursued with organizations such as Children's Centre Thunder Bay, Norwest Community Health Centres, Children's Aid Society, and Dilico.

Barb also reported that she has been successful in securing three regional PRO grants. The first PRO grant was to develop a Family Connections booklet, the second was to support an Armstrong Public School teacher to provide an evening course, and the third was to develop The Parent Press newsletter. Kelly Gallagher commented on their successful applications and asked there was advice they could provide to others who may be applying for a PRO grant. Barb responded that anything perceived to be of value to parents seems to be looked at favourably in applications.

Brittany Slugoski, Family Connections Facilitator, spoke about the success of the Family Connections program and the development of The Parent Press newsletter. The newsletter encourages and celebrates parent involvement in schools. The next issue will be published at the end of February. All parents are welcome to submit articles to Brittany for publication in the newsletter.

6. Confirmation of Minutes – November 19, 2012

Sheila Stewart noted that “position of Chair” in the first sentence of Item 3 should be revised to “position of Vice Chair”, and the minutes will be corrected accordingly. The minutes were confirmed by consensus.

7. 2012-2013 Action Plan

Chair Kelly Gallagher shared the revised action plan and pointed out the additions made to the action plan.

Kelly reported that the Spring Event and Communications ad hoc committees will meet on Monday, January 21.

Sheila Stewart noted that when members are called upon to serve on committees, to keep in mind the representation required for a committee, e.g. whether it is a parent, School Council member or community representative being requested.

8. Correspondence from Minister of Education

Kelly Gallagher spoke about this letter that was previously shared with PIC members and School Council Chairs via email, and noted the letter refers to continued support for PRO grants.

Kelly also noted that she has been informed that PRO grant funds that aren't used by schools within the allotted time, will be transferred to PIC.

9. Kindergarten Registration Night

Bruce Nugent, Communications Officer spoke about plans for Kindergarten Registration Week from Monday, February 4 to Friday, February 8 including Kindergarten Registration Night on February 4 and school open houses on February 6. Bruce also shared information that is available on the website. Serena Essex suggested partners such as Beendigen and Métis Nation of Ontario that may be interested in setting up a booth at the Registration Night. Kelly Gallagher will email members seeking volunteers to attend the Registration Night.

Director Siemieniuk reported that the Board on January 22 will consider expanding full day Kindergarten to all schools effective September 2013. This would be one year earlier than required by the Ministry of Education.

10. Aboriginal Education Advisory Committee (AEAC) Report

Serena Essex reported that the December 20 AEAC meeting included a presentation by Dr. Lisa Korteweg from Lakehead University and an advocacy update. She also noted that AEAC was excited about the renewed funding and that an application for funding is no longer required. AEAC will meet again on January 18.

11. Special Education Advisory Committee (SEAC) Report

Miranda Myers reported that the December 19 SEAC meeting included the election of Chair Laura Sylvester and Vice Chair Theresa Graham-Horton, Behavioural Management system training, and planning for SEAC events including a Restorative

Practices Strength Based conference in March. Miranda also noted that SEAC continues to seek new members. SEAC will meet again on January 16.

12. Next Meeting Date

The next PIC meeting will be held Monday, February 25, 2013 at 6:30 p.m.

13. Adjournment

The meeting adjourned at 8:06 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAR 26
Report No. 035-13

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

RE: POLICY REVIEW 3100 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

1. Background

Policy and Procedures 3100 Accessibility Standards for Customer Service were established on December 15, 2009 and are scheduled for review during the 2016-2017 school year.

2. Situation

2.1 The Integrated Accessibility Standards Regulation (IASR) under the Accessibility for Ontarians with Disabilities Act (AODA) addresses standards related to:

- Information and Communication;
- Employment; and
- Transportation.

Compliance with the requirements under the Regulation will occur in stages from the present time through to 2021.

2.2 In January 2013, information was received from the Ontario Education Services Corporation (OESC) which included templates to assist Boards with implementation of requirements of the new legislation.

2.3 The IASR requires compliance with various aspects of the legislation beginning in January 2013. The development or modification of existing policies is required under section 3 of the regulation by January 2013.

2.4 Administration has completed a review of the existing 3100 Accessibility Standards for Customer Service policy and procedures and has made necessary revisions to comply with the legislation.

2.5 3100 Accessibility Standards revised policy is attached as Appendix A and the procedures as Appendix B.

3. Conclusion

As revisions to the policy are requirements of legislation, Administration requests the Board apply the *Extenuating Circumstances Clause* section 6 in 2010 Policy Development and Review Policy:

Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy.

RECOMMENDATION

It is recommended that Lakehead District School Board:

1. Apply the use of Policy Development and Review Policy, Section 6 which reads as follows:

“Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy.”

2. Approve 3100 Accessibility Standards policy, Appendix A to Report No. 035-13.

Respectfully submitted,

ROBIN CAWLISHAW
Human Resources Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS (FOR CUSTOMER SERVICE) POLICY****3100**1. Rationale

Lakehead District School Board is committed to providing services to our students, parents/guardians, the public, and our staff that are free of barriers and biases. Lakehead District School Board strives to ensure that key principles of independence, dignity, integration, inclusion, and equality of opportunity are reflected and valued in our learning and work environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

2. The Policy

It is the policy of Lakehead District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for all. We are committed to ~~giving members of the public with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.~~ **ensuring that people who have disabilities are given the same opportunity of access to our services in the same location and in a similar way as these services are available to others. We are committed to meeting the accessibility needs of people with disabilities in a timely manner with respect to the provision of services, including those related to customer service, information and communication, employment and student transportation.**

3. Definitions

- 3.1 Customer – is any member of the public or any parent/guardian who uses the services of the school board.
- 3.2 Assistive Device - is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, etc.
- 3.3 Service Animal - is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.
- 3.4 Support Person - is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
- 3.5 Third Party Contractors - is any person or organization acting on behalf of or as an agent of the Board (e.g., bus operators, psychologists).
- 3.6 Barriers to Accessibility – **are** anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, or a technological barrier.

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- 3.7 Accommodation - is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
- 3.8 ***Accessible Formats – may include but not be limited to large print, audio or electronic formats, Braille or other formats used by persons with disabilities.***
- 3.9 ***Communication Supports – may include but not be limited to captioning, plain language, sign language or other supports that facilitate effective communication.***

4. Board Expectations

- 4.1 Lakehead District School Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
- 4.2 Lakehead District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
- 4.3 To ensure greater awareness and responsiveness to the needs of a person with disabilities, Lakehead District School Board will provide appropriate training for all staff and, when appropriate, to volunteers who deal with the public or other third parties on behalf of Lakehead District School Board.
- 4.4 Lakehead District School Board will ensure that its policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
- 4.5 When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.
- 4.6 Lakehead District School Board will ensure that adherence to this policy can be achieved efficiently and effectively; the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.

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- 4.7 In order to monitor the effectiveness of implementation of ~~Accessible Customer Service Standard~~ **Accessibility Standards**, Lakehead District School Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow feedback to be provided by a number of methods.
- 4.8 Lakehead District School Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Committee (SEAC), Federations, Unions, Citizens' Groups and School Councils.
- 4.9 Lakehead District School Board will also establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.
- 4.10 Lakehead District School Board will provide its regular services, documents and posted website information in accessible formats and will utilize communication supports, when requested, for persons with a disability.**
- 4.12 Educational training resources and materials, and student program information and requirements will be provided in accessible formats when requested to meet the needs of persons with disabilities.**
- 4.14 Lakehead District School Board will review its recruitment and employment practices to ensure that accessible opportunities are provided for persons with disabilities.**
- 4.15 Lakehead District School Board will ensure that appropriate integrated accessible transportation is made available for students with disabilities.**
- 4.16 Lakehead District School Board will ensure that a multi-year accessibility plan is posted indicating the steps that will be taken to remove barriers to accessibility.**

5. Review

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

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS (FOR CUSTOMER SERVICE) POLICY****3100**

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<i>Lakehead Public Schools Multi-Year Accessibility Plan</i>	December 15, 2009	<i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i>
<i>Equity and Inclusive Education Policy 1020</i>	<u>Date Revised</u>	<i>Accessibility Standards for Customer Service, Ontario Regulation 429/07</i>
<i>Purchasing Policy 3030</i>		<i>Integrated Accessibility Standards, Ontario Regulation 191/11</i>
<i>Harassment and Human Rights Policy 7030</i>		<i>Ontario Human Rights Code</i>
<i>Accommodation in the Workplace Policy 7090</i>		<i>Ontarians with Disabilities Act, 2001</i>
<i>Transportation Policy 3040</i>		

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BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE PROCEDURES****3100**1. Background

Lakehead District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services **and supports** that respect the independence and dignity of people with disabilities. Such services **and supports** incorporate measures that include but are not limited to the use of assistive devices, support persons, and service animals, **information and communications, employment, and transportation.**

~~1.1 Each one of the procedures contained in this section relates back to a section of the policy.~~

~~1.2 The procedures in this section are required under legislation. Care must be taken to ensure the requirements of the legislation are met if any changes to the procedures occur.~~

~~1.3 The language used refers to language from the regulations in most cases. These procedures refer to “Customer Service” as it relates to members of the public, including parents/guardians. The Accessibility Working Group recommends that for legal reasons policies and procedures for staff and students, for example those related to the use of service animals or support persons, should be separate from those for the public.~~

2. Definitions

2.1 Disruption of Service

As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.

2.2 Assistive Devices

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

2.3 Support Person

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who

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provides support services to a student or staff person in the system – separate and specific procedures apply.

2.3.1 Additional Information

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

2.4 Service Animal

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a physician or nurse.

2.4.1 Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

2.4.2 It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal, or it has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER
SERVICE PROCEDURES****3100****3. Responsibility**

Supervisory Officers, Principals, Departmental Managers, the Board Communications Officer, and Supervisors will ensure that:

- 3.1 The users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities;
- 3.2 Staff is trained to support parents/guardians and the general public who may use assistive devices while accessing Board services;
- 3.3 Staff receives training in interacting with people with disabilities who are accessing Board services accompanied by a support person;
- 3.4 *Staff receives training related to the Accessibility for Ontarians with Disabilities Act and corresponding standards, including but not limited to providing accessibility awareness training to appropriate staff members with respect to accessible student program and course delivery and instruction.***
- 3.4-5 All staff, volunteers, and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.
- 3.6 *A multi-year accessibility plan outlining the Lakehead District School Boards' strategy to prevent and remove barriers is posted on the Board website. Lakehead District School Board will consult with individuals who have disabilities in the formation of this plan.***

4. Accessible Customer Service**4.1 Notification of Disruption of Service**

- 4.1.1 When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.
- 4.2.2 Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
 - 4.2.2.1 Notice may be given by posting the information at a conspicuous place at or in the school or Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices.
 - 4.2.2.2 Consideration should be given to providing notice in multiple formats.

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4.2.2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

4.2.2.4 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available (see Appendix A and B for sample notices).

5. Use of Assistive Devices by the General Public

5.1 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.

5.2 Students and staff have separate and specific procedures related to their personal use of assistive devices.

5.3 Communication Use of Assistive Devices

5.3.1 Assistive Devices Carried by Persons with Disabilities

5.3.1.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.

5.3.1.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

5.3.2 Assistive Devices/Services – Made available by the Board*

5.3.2.1 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board or school to assist in provision of services to people with disabilities.

5.3.2.2 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

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SERVICE PROCEDURES****3100**

Assistive devices:	TTY service, telephones with large numbers, amplifiers, lifts (see Appendix C for Assistive Devices Tip Sheet).
Services:	Sign language interpretation, oral interpretation, real-time captioning.
Alternate service methods:	Assistance of a staff person to complete a transaction (e.g., school registration).

6. Use of Support Person by the General Public

6.1 Access to Board Premises

- 6.1.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.
- 6.1.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.

6.2 Confidentiality

- 6.2.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent, Principal, or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 6.2.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.
- 6.2.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 6.2.4 A copy of the signed consent document will be retained in the school/board office.
- 6.2.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required. (A sample of a consent document is provided as Appendix D.)
- 6.2.6 Support Persons Accompanying a Person with a Disability at School Events for Which There is an Admission Fee:

Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or Board-organized event for which a

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER
SERVICE PROCEDURES****3100**

fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

6.3 Where the Board may require the presence of a Support Person

- 6.3.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

(NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.)

- 6.3.2 It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.

7. Use of Service Animals by General Public

7.1 Access to Board Premises

- 7.1.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 7.1.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- 7.1.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

7.2 Exclusion of Service Animal

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE PROCEDURES****3100**

- 7.2.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom), although service dogs are permitted where food is served and sold (e.g., school cafeteria or lunchroom).
- 7.2.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 7.2.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.
- 7.3 Alternative Measures if Service Animal must be Excluded
- In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.
- 7.4 When it is Necessary to Confirm an Animal is a Service Animal
- 7.4.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or Board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 7.4.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or Departmental Manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The Principal or Departmental Manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER
SERVICE PROCEDURES****3100****8. Accessible Information and Communication****8.1. Accessible Formats and Communication Supports – Made available by the Board***

8.1.1 *In order to ensure that persons with disabilities have access to regular Lakehead District School Board services and documents, these will be made available in accessible formats, or communication supports provided, upon request. Examples of regular services and documents available may include: public emergency safety information, student program information and requirements, policies and procedures, student transportation information, etc.*

8.1.2 *The Lakehead District School Board will consult with the individual making the accessibility request to determine an appropriate format for the accommodation. The individual's disability will be taken into account, however the final determination as to which format or communication support will be used will be determined by the Lakehead District School Board.*

8.1.3 *These formats or communication supports will be made available as soon as possible following the request, and will be provided to the individual at the same cost as they would be provided in the original format.*

8.1.4 *The public will be made aware of the availability of accessible formats and communication supports via various means. * Note – these may include: on the board website, on printed documents, at school events, etc.*

8.2 *The Lakehead District School Board will provide its website and web content in an accessible manner, ensuring that the content conforms with the world wide web consortium web content accessibility guidelines (WCAG) 2.0 by January 1, 2021.*

8.2.1 *Where this is not practicable, Lakehead District School Board will endeavour to provide the information available on its website to persons with a disability in an alternate format when requested.*

8.3 *Lakehead District School Board will provide educational training resources, materials and student records, program requirement information, descriptions and availability in accessible formats that take an individuals' disability into account, upon request.*

8.3.1 *Methods of providing accessible formats may be obtained through purchasing or otherwise obtaining alternate formats, or by arranging for the provision of a comparable accessible resource if an accessible copy of the resource cannot be otherwise obtained.*

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER
SERVICE PROCEDURES****3100**

8.3.2 *Materials found in Lakehead District School Board libraries will be made available in an accessible format or conversion ready format upon request. These materials include print, digital and/or multimedia resources, but do not include special collection material, archival material, rare books or donated materials.*

9. Accessible Employment

9.1 *Lakehead District School Board will ensure that its recruitment, selection and employment practices are made accessible for individuals who have disabilities, subject to the need for bona fide occupational requirements.*

9.1.1 *When the Lakehead District School Board advertises for available positions, the public will be advised of the availability of accommodation throughout the recruitment process.*

9.1.2 *All individuals selected for interviews will be made aware of the availability of accommodation, and accommodation will be provided to individuals with disabilities upon request. Successful candidates will be made aware of the Lakehead District School Board policies and procedures surrounding accommodation.*

9.1.3 *Employees will be advised of the accommodation policies and procedures of the Lakehead District School Board.*

9.1.4 *Employees who have disabilities will be provided information that is needed in order for that employee to perform their job, and will be provided with information that is generally available to employees in the workplace in an accessible format, should the employee so request it. Lakehead District School Board will consult with the individual making the accessibility request to determine an appropriate format for the accommodation. The individual's disability will be taken into account, however the final determination as to which format or communication support will be used will be determined by the Lakehead District School Board.*

9.1.5 *An employee with a disability will be provided with an individualized workplace emergency response plan that takes that individuals disability into account, when requested.*

9.1.6 *Employees will have access to the Lakehead District School Board's return to work program and individualized accommodation plans in accordance with Policy 7090 Accommodation in the Workplace.*

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE PROCEDURES****3100**

9.1.7 *The Board will take accessibility and accommodation needs into account when conducting performance management processes, promotion or professional development opportunities, and transfer opportunities.*

10. Accessible Transportation

Students with disabilities who require accessible transportation will be identified at the beginning of each school year and an appropriate integrated accessible transportation plan for that student will be developed. These plans will be developed by the Lakehead District School Board and Student Transportation Services of Thunder Bay (STSTB) and communicated to all necessary parties.

8- 11. Monitoring and Feedback on Accessible Customer Service Accessibility Standards

Lakehead District School Board will monitor the effectiveness of implementation of Accessible Customer Service Standard **Accessibility Standards** through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

Lakehead District School Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include but are not limited to Special Education Advisory Committee (SEAC), Teacher Federations*, Employee unions*, citizens' groups. Methods would include electronic means such as websites. (*Note: Consultation relates to membership of these groups as **providers** of Accessible Customer Service.)

8 11.1 The Director of Education and/or designates will implement a process for feedback on Accessible Customer Service that has the following components:

8 11.1 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.

8 11.2 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.

8 11.3 Information on how the Board will respond to feedback.

8 11.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups. Consultation methods could include electronic feedback and focus groups.

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – March 26, 2013***ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE PROCEDURES****3100**

§ 11.3 Methods for Feedback

§ 11.3.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.

§ 11.3.2 Methods could include e-mail, verbal input, suggestion box, or feedback card.

§ 11.3.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

§ 11.4 Proactive Measures for Accessible Customer Service

To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, the Board, its school-based administrators, its managers, and its supervisors, including those representing the Board in multi-board consortia, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative (see Appendix E Sample Notice of Feedback).

12. 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>
<i>Lakehead Public Schools Multi-Year Accessibility Plan</i>	December 15, 2009	<i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i>
<i>Equity and Inclusive Education Policy 1020</i>	<u>Date Revised</u>	<i>Accessibility Standards for Customer Service, Ontario Regulation 429/07</i>
<i>Harassment and Human Rights Policy 7030</i>		<i>Integrated Accessibility Standards, Ontario Regulation 191/11</i>
<i>Accommodation in the Workplace Policy 7090</i>		<i>Ontario Human Rights Code</i>
<i>Purchasing Policy 3030</i>		<i>Ontarians with Disabilities Act, 2001</i>
<i>Transportation Policy 3040</i>		



School/Site Name
School/Site Address
Telephone (807) Fax (807)

Name, Principal
Name, Vice Principal

To: Parents, Guardians and Community Users of our School

From: School Principal

Date: Enter date

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact _____ at [phone number].

Thank you.



School/Site Name
School/Site Address
Telephone (807) Fax (807)

Name, Principal
Name, Vice Principal

To: Visitors to the Jim McCuaig Education Centre

From: Superintendent of Facilities

Date: Enter date

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be in service by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 125 S. Lillie Street, which is located next door to our premises.

We apologize for this inconvenience.

Thank you.



Assistive Devices Tip Sheet

1. TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE

Many users of Board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- Wheelchairs
- Scooters
- Walkers
- Amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aids
- Oxygen tanks
- Electronic notebooks or laptop computers
- Personal data managers
- Communication boards used to communicate using symbols, words, or pictures
- Speech-generating devices that “speak” when a symbol, word or picture is selected.

Key Point To Remember: *One should not touch or handle an assistive device without permission.*

2. MOVING PERSONAL ASSISTIVE DEVICES

If you have permission to move a person in a wheelchair remember to:

- Wait for and follow the person’s instructions;
- Confirm that the person is ready to move;
- Describe what you are going to do before you do it;
- Avoid uneven ground and objects that create a bumpy and unsafe ride; and
- Practice consideration and safety – do not leave the person in an awkward, dangerous, or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user’s reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

Your Children Our Students The Future

www.lakeheadschoools.ca

Lakehead District School Board

3. HOW TO USE TTY AND CANADA RELAY SERVICES

How to make a call with a TTY and the Relay System:

1. Push the ON switch.
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light; if it is lit, you have the line.
5. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call

How to make a call using the Relay System:

1. Phone the number (1-800-855-0511) and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, `How are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay personal conversations.

3100 Accessibility Standards For Customer Service Procedures
Sample Consent Form



School/Site Name
School/Site Address
Telephone (807) Fax (807)

Name, Principal
Name, Vice Principal

Enter Date

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian
Signature _____ Date _____

(Printed Name of Parent/Guardian)

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person
Signature _____ Date _____

(Printed Name of Support Person)

Signature of Witness –
Principal/Staff Member _____ Date _____

(Printed Name of Staff Person)

3100 Accessibility Standards For Customer Service Procedures
Sample Notice of Feedback



School/Site Name
School/Site Address
Telephone (807) Fax (807)

Name, Principal
Name, Vice Principal

Enter Date

Lakehead District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Lakehead District School Board provides services to people with disabilities can be made by **[insert the ways feedback can be provided, for example, e-mail, verbally, suggestion box, feedback card, etc.]**.

All feedback will be directed to **[enter name of Superintendent responsible for Special Education]**.

Response to your feedback will be provided as follows: **[indicate method, e.g., direct response to the individual, summary report on website, etc.]**.

Sincerely,

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAR 26
Report No. 036-13

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

RE: SCHOOL YEAR CALENDAR 2013-2014

1. Background

- 1.1 Ministry of Education Regulation 304 requires that Boards of Education submit a school year calendar for 2013-2014 to the Ministry of Education by May 1, 2013. However, if a school year calendar consists of days outside of September 1, 2013 - June 30, 2014, or if Christmas Break or March Break differs from those proposed by the Ministry, the request for approval of a modified calendar must be made by March 1, 2013.
- 1.2 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which school boards are required to designate five mandatory PA days and can allow for one discretionary PA day, for a maximum total of six PA days. The Ministry has prescribed three of these PA days; however, in order to provide the boards with flexibility around the mandatory PA days, the Minister will not designate any of them for provincial education priorities.
- 1.3 Professional Activity days for elementary schools are referred to in the collective agreement. Two days are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.4 Secondary Professional Activity days are traditionally allocated equally at the end of each semester to facilitate administrative processes.
- 1.5 Regulation 304 allows up to ten exam days for secondary schools. Five (5) exam days are traditionally allocated in each semester.
- 1.6 Armstrong Public School has traditionally started their school year in advance of local schools; however, for the 2013-2014 school year, Armstrong Public School will follow the same calendar as local elementary schools. Bernier-Stokes Public School in Collins will once again follow the same calendar as Lakehead District School Board elementary schools.

2. Situation

- 2.1 The School Year Calendar Committee comprised of the following individuals provided input and direction into the consultation process:

Ellen Chambers	LETO
Paul Caccamo	OSSTF Teachers
Sue Doughty-Smith	OSSTF Educational Assistants

Todd Miller	OPC (Elementary)
Jeff Upton	OPC (Secondary)
John Clouthier, Sr.	Armstrong Public School
Hellmi Paavola	Bernier-Stokes Public School
Nathalie Ferguson	Parent Involvement Committee
Pat Johansen	Trustee
Rheanna Kendrick	Student Trustee
Charles Bishop	Education Officer – Chair

- 2.2 Proposed calendars were shared with between coterminous boards resulting in alignment at both the secondary and elementary levels.
- 2.3 Calendars for Armstrong Public School and Bernier Stokes Public School were developed as they were in prior years, with consultation and support from their communities and the Lakehead District School Board.
- 2.4 The calendars submitted by Lakehead District School Board will be standard calendars based on the proposed School Year Calendar template from the Ministry of Education, and are to be submitted by May 1, 2013.
- 2.5 Proposed school year calendars for the 2013-2014 school year are attached.
 - Elementary School Year Calendar - Appendix A.
 - Secondary School Year Calendar - Appendix B.

RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Approve the proposed 2013 - 2014 Elementary School Year Calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 036-13.
2. Approve the proposed 2013 - 2014 Secondary School Year Calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 036-13.

Respectfully submitted,

CHARLES BISHOP
Education Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

ELEMENTARY 2013-2014

SEPTEMBER 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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OCTOBER 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
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NOVEMBER 2013

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DECEMBER 2013

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JANUARY 2014

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FEBRUARY 2014

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MARCH 2014

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APRIL 2014

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MAY 2014

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JUNE 2014

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 **First Day of School for Students**
Wednesday, September 4, 2013

 **Final Day of School for Students**
Friday, June 27, 2014

Holidays

- Students Do Not Attend School -
- Labour Day - Monday, September 2, 2013
- Thanksgiving - Monday, October 14, 2013
- Winter Break - December 23, 2013 - January 3, 2014
- Family Day - Monday, February 17, 2014
- Spring Break - March 10 - March 14, 2014
- Good Friday - Friday, April 18, 2014
- Easter Monday - Monday, April 21, 2014
- Victoria Day - Monday, May 19, 2014

 **PA Days & Report Card Days**

- Students Do Not Attend School -
- Tuesday, September 3, 2013
- Friday, October 11, 2013
- Friday, December 20, 2013
- Friday, January 24, 2014
- Friday, March 7, 2014
- Friday, June 13, 2014



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DRAFT

SECONDARY 2013-2014

SEPTEMBER 2013

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OCTOBER 2013

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NOVEMBER 2013

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DECEMBER 2013

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JANUARY 2014

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FEBRUARY 2014

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MARCH 2014

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APRIL 2014

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MAY 2014

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JUNE 2014

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● First Day of School for Students

Wednesday, September 4, 2013

● First Day of Semester 2 for Students

Monday, February 3, 2014

● Final Day of School for Students

Thursday, June 26, 2014

■ Holidays

- Students Do Not Attend School -

Labour Day - Monday, September 2, 2013

Thanksgiving - Monday, October 14, 2013

Winter Break - December 23, 2013 - January 3, 2014

Family Day - Monday, February 17, 2014

Spring Break - March 10 - March 14, 2014

Good Friday - Friday, April 18, 2014

Easter Monday - Monday, April 21, 2014

Victoria Day - Monday, May 19, 2014

● PA Days & Report Card Days

- Students Do Not Attend School -

Tuesday, September 3, 2013

Friday, October 11, 2013

Friday, December 20, 2013

Friday, January 31, 2014

Friday, March 7, 2014

Friday, June 27, 2014

● Examination Days

Semester 1- January 24, 27, 28, 29 & 30, 2014

Semester 2 - June 20, 23, 24, 25 & 26, 2014

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAR 26
Report No. 037-13

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

RE: APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY
COMMITTEE (SEAC)

1. Background

- 1.1 According to Reg. 464/97 of the Education Act, the Board must establish a Special Education Advisory Committee.
- 1.2 At the Inaugural Board Meeting on December 7, 2010, Lakehead District School Board approved 10 local associations/organizations for membership and eight alternates to the Special Education Advisory Committee for the next four year term.
- 1.3 Since December 2010, local association membership has been reduced at the SEAC table due to resignations.

2. Situation

- 2.1 A goal of the Special Education Advisory Committee for the 2012-2013 school year is to increase membership on the committee. Various avenues have been explored to advertise membership recruitment. They include:
 - information published in The Chronicle Journal *Kid's Page*, on October 29, 2012;
 - advertisement in the winter edition of *The Key*;
 - advertisement sent through a 'broadcast email and fax' to those listed in the Lakehead Social Planning Council (LSPC) 211 database; and
 - word of mouth.
- 2.2 North West Community Care Access Centre has nominated Jennifer Turcotte to be appointed as a representative to the Special Education Advisory Committee.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of Jennifer Turcotte as member, to the Special Education Advisory Committee representing North West Community Care Access Centre for the term ending November 30, 2014.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAR 26
Report No. 033-13

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

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

1. Background

At the February 20, 2013 Special Education Advisory Committee (SEAC) Meeting, correspondence was circulated to members. Two items, one from the Upper Grand District School Board SEAC (Appendix A) and the other from Hamilton-Wentworth Catholic District School Board SEAC (Appendix B) drew attention to members.

2. Situation

2.1 During discussion of the two correspondence items, members, by consensus, agreed to send letters of support to the following:

- The Honourable Liz Sandals, Minister of Education regarding the letter in Appendix A; and
- The Honourable Ted McMeekin, Minister of Community and Social Services regarding the letter in Appendix B.

2.2 Letters of support were drafted and circulated to members for input. At the March 20, 2013 SEAC meeting, the letters were reviewed and the following recommendation was approved:

“THAT SEAC:

1. *Approve the letters of support to the Minister of Education and the Minister of Community and Social Services.*
2. *Forward the letters of support to the Lakehead District School Board for approval to distribute.”*

2.3 Attached as Appendix C is the letter of support to the Minister of Education.

2.4 Attached as Appendix D is the letter of support to the Minister of Community and Social Services.

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 and the Minister of Community and Social Services as outlined in Report No. 033-13.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education



**UPPER GRAND
DISTRICT SCHOOL
BOARD**

500 Victoria Road North, Guelph, ON N1E 6K2
Tel: 519-822-4420 or Toll Free: 1-800-321-4025

January 9, 2013

FEB 20 2013

The Honourable Laurel Broten
Minister of Education
Mowat Block, 18th Floor
900 Bay Street
Toronto, ON M7Z 1L2

Dear Madam Minister:

At its meeting on December 12, 2012, the Upper Grand District School Board (UGDSB) Special Education Advisory Committee (SEAC) adopted the resolution:

THAT the Special Education Advisory Committee send a letter in support of the letter received from the Upper Canada District School Board.

This letter supported the Near North District School Board - Special Education Advisory Committee's concern about Fetal Alcohol Spectrum Disorder and the Wellington Catholic District School Board's SEAC requesting Special Education preparatory courses for all Teachers Colleges in Ontario.

The letter from the Near North District School Board-Special Education Advisory Committee encourages the Ministry of Education to examine the health curriculum and modify it so that Fetal Alcohol Spectrum Disorder can be discussed with students before Grade 11.

The Wellington Catholic District School Board - Special Education Advisory Committee letter requests comprehensive Special Education preparatory courses becoming a mandatory part of the pre-service programs for all Teachers Colleges in Ontario. They strongly believe that this is vital to the success of students and Teacher College graduates.

Therefore, the Upper Grand District School Board – Special Education Advisory Committee requests that the Minister consider reviewing the health curriculum to see where discussion with students about Fetal Alcohol Spectrum Disorders may best fit prior to Grade 11. Secondly, we respectfully request that your ministry consider making comprehensive Special Education preparatory courses a mandatory pre-service program for all Teachers Colleges in Ontario.

Sincerely,

Marty Fairbairn, Chair
Upper Grand District School Board SEAC

c - SEAC Chairs – Ontario District School Boards

Upper Grand District School Board

- Mark Bailey; Chair
- Marty Fairbairn; Vice-Chair

- R.J. (Bob) Borden
- Linda Busutil

- Kathryn Cooper
- David Gohn

- Susan Moziar
- Bruce Schieck

- Lynn Topping
- Jennifer Waterston

FEB 05 2013



Hamilton-Wentworth Catholic District School Board
Believing. Achieving. Serving

January 14, 2013

Honourable John Milloy, Minister
 Ministry of Community and Social Services,
 6th Floor, Hepburn Block,
 80 Grosvenor St,
 Toronto, Ontario, M7A 1E9

Dear Minister Milloy:

The Hamilton-Wentworth Catholic District School Board Special Education Advisory Committee (S.E.A.C.) is deeply concerned about the impact of some decisions in the "Transformation" agenda which will negatively impact our school board, and more importantly, the many families with developmentally disabled children who already receive adult services, or who are close to transition age.

There are four significant areas where regressive new policies are causing hardship to families who are already struggling to cope with the care of a disabled adult child, with inadequate funding supports:

1 Termination of Special Services At Home (S.S.A.H.)

We would like to appeal to your Ministry to re-consider the decision to terminate S.S.A.H. for individuals who have an intellectual disability when they reach the age of eighteen. As of April 2013, students who turn 18 will lose their S.S.A.H. dollars. They will have no funding until they have:

- left school at 21,
- applied and been found eligible for the Development Services Ontario (D.S.O.)
- had the Adult Developmental Services and Support (A.D.S.S.)/Supports Intensity Scale (S.I.S.) scales administered and their names placed on the Passport waiting list and
- remained on that list for many years.

With the current numbers of individuals waiting for Passport being in excess of 4,000, it is quite conceivable that young people will go without funding for community participation, - and their families without respite, - until the individual is in their mid to late 20's. This is not acceptable.

2 Barriers in Applying to the Developmental Services Ontario (D.S.O.)

Although individuals may have: used Developmental Services through childhood; a medically documented developmental disability; been assessed in the school system and deemed intellectually challenged; been found eligible for "Contact"; met the medical criteria of developmental disability to receive S.S.A.H.; applied to and qualified for Ontario Disability Support Pension (O.D.S.P.); they are required to "prove eligibility" again for adult services through the D.S.O.

The only acceptable documentation for determining eligibility for the D.S.O. is a psychological assessment. It seems to be assumed that psychological assessments are readily available through the school system. This is not the case. School boards assess to determine educational needs not to meet the D.S.O. requirements. The cost of private psychological assessment is prohibitive for most families. **We ask your Ministry to review and consider repealing this specific requirement for those who already have extensive medical documentation of developmental disability, or alternately to make funding (of approximately \$2000) available, so that families can afford the costs of private assessments. It is also important to observe that the process of assessment for administrative purposes can be disrespectful to and a burden on the individual.**

3 Waiting Lists After School

The Hamilton-Wentworth Catholic District School Board offers "work experience", volunteering, and community participation for transition age students, to build bridges to the community and to a meaningful adult life. Individuals are accompanied by an educational assistant to make this possible. The purpose is many-fold, including increasing independence and self-reliance, and developing relationships. The schools have the expectation of continuity after school years, with a support worker replacing school staff. Without Passport/S.S.A.H. funding, community participation abruptly ends, unless one parent leaves their job to become their child's support worker.

The school boards are doing their part, giving students opportunities to leave school with a readiness to participate in community life. **The Ministry needs to find the funding necessary to provide S.S.A.H. from age 18 to school leaving and then Passport dollars, so that there is no break in the continuity.** The future of these young people is at stake. Expecting them to languish on waiting lists for years is unfair to them and their families; it devalues their lives, and deprives our communities of their contributions.

The suggestion by your ministry that individuals use their O.D.S.P. to pay for community participation supports is not reasonable. This income support is meant for housing, food, and basic personal expenses. The yearly amount (\$12,768) is well below the poverty level (\$18,582).

4 Inadequate Funding For Those With Severe Disabilities

Finally, we would like to know how your Ministry will support those families who have a son or daughter with needs that are greater than those who fit within the "funding bands" of the Passport programme. Before the "Transformation" changes, parents who chose to have their child with high needs live at home and in the community, could receive \$10,000 through S.S.A.H., and up to \$25,000 through Passport. This amount was not close to covering daytime support needs. There was still the expectation that aging parents give many hours per week of caregiving and supervision. Some families have been placed under intolerable physical, emotional, and financial stress, but in spite of that, are committed to their child having a life outside of institutions.

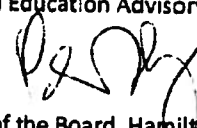
With merging of S.S.A.H. into Passport, the maximum funding has been reduced from \$35,000 to \$25,000 for day supports. This amounts to a little over \$2,000 per month. Individuals who are dependent for all care needs may require 16 hours of daily support. For many families the amount of funding required for them to have a "normal" life, and for the disabled member to have choices, opportunities, and quality of life, would be closer to \$50,000. **Parents who will not be able to provide for their child with high needs on \$25,000 per year, need to hear from your Ministry immediately about what provisions will be made for them. Will funding bands be broadened in all 4 categories to allow a maximum of \$50,000 for those with high needs?**

Family lives are further stressed by the Ministry of Community and Social Services offering no availability of accommodation support dollars when parents make a choice for their child to live at home and in the community. Housing/accommodation options are not available to families, but only to agencies. **Is this an issue the Ministry will address in the near future?**

We feel these issues are substantive and urgent and appreciate your response to our concerns.

Respectfully,


Dr. W. Mahoney,
Chair, Special Education Advisory Council (S.E.A.C.)


Mr. P. J. Daly,
Chairperson of the Board, Hamilton-Wentworth Catholic District School Board
cc: Hon. Laurel Broten, Minister of Education
Andre Marin, Ontario Ombudsman,

99 Mulberry Street, P.O. Box 2012, Hamilton, Ontario L8N 3R9
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Lakehead District School Board
2135 Sills Street
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March 26, 2013

The Honourable Liz Sandals
Minister of Education
14th Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Madam Minister:

At its meeting on February 20, 2013, the Lakehead District School Board Special Education Advisory Committee agreed, by consensus, to send a letter in support of the letter received from the Upper Grand District School Board that supported the Near North District School Board Special Education Advisory Committee concern about Fetal Alcohol Spectrum Disorder and the Wellington Catholic District School Board's SEAC requesting Special Education preparatory courses for all Teachers Colleges in Ontario.

We also encourage and respectfully request that the Ministry of Education:

- examine the health curriculum and modify it so that Fetal Alcohol Spectrum Disorder can be discussed with students before Grade 11; and
- move towards establishing comprehensive Special Education preparatory courses becoming a mandatory part of the pre-service programs for all Teachers Colleges in Ontario.

Your consideration of these requests is greatly appreciated.

Sincerely,

Laura Sylvestre
Chair
Lakehead District School Board Special Education Advisory Committee

cc SEAC Chairs – Ontario District School Boards
Michael Barrett, President, Ontario Public School Boards' Association



Lakehead District School Board
2135 Sills Street
Thunder Bay, ON
P7E 5T2
Voice: 807.625.5126
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March 26, 2013

The Honourable Ted McMeekin, Minister
Ministry of Community and Social Services
6th Floor, Hepburn Block
80 Grosvenor Street
Toronto, ON M7A 1E9

Dear Mister Minister:

At its meeting on February 20, 2013, the Lakehead District School Board Special Education Advisory Committee agreed, by consensus, to send a letter in support of the letter received from the Hamilton-Wentworth Catholic District School Board dated January 14, 2013 addressing the following four items:

- Termination of Special Services At Home (SSAH);
- Barriers in Applying to the Developmental Services Ontario (DSO);
- Waiting Lists After School; and
- Inadequate Funding For Those With Severe Disabilities.

The Lakehead District School Board Special Education Advisory Committee concurs with the Hamilton Wentworth Catholic District School Board's concerns regarding these four programs. We would like to:

- appeal to your Ministry to re-consider the decision to terminate SSAH for individuals who have an intellectual disability when they reach the age of 18;
- ask your Ministry to review and consider repealing the specific requirement that determining eligibility for the DSO program is a psychological assessment for those who already have extensive medication documentation of developmental disability, or alternately to make funding (of approximately \$2000) available so that families can afford the costs of private assessments.;
- request that the Ministry of Community and Social Services find the funding necessary to provide SSAH from age 18 to school leaving and then Passport dollars, so that there is no break in the continuity; and
- request that the Ministry of Community and Social Services broaden the funding bands in all four categories of the Passport Programme to allow a maximum of \$50,000 for those with high needs and that housing/accommodation support dollars be made available to families who choose to have their child live at home or in the community.

Your consideration of these requests is greatly appreciated.

Sincerely,

Laura Sylvestre
Chair
Lakehead District School Board Special Education Advisory Committee

cc SEAC Chairs – Ontario District School Boards
Michael Barrett, President, Ontario Public School Boards' Association