



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together".

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking".

Regular Board Meeting 2019/07

A G E N D A

Monday, June 17, 2019 – 6:30 p.m.

Designated Site: Geraldton Composite High School, 500 Second Street West, Geraldton, ON

Videoconference Site Locations

Superior-Greenstone District School Board (SGDSB) 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS) 200 Manitou Road W., Manitouwadge, ON
 Lake Superior High School (LSHS) Hudson Drive, Terrace Bay, ON
 SGDSB Learning Centre (SGDSBLC) 46 Salls Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Board Vice-Chair: Mark Mannisto

Director: Nicole Morden Cormier

VC Sites: Board Office / LSHS / GCHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Regular Board Meeting

Section (A): – (open to public): 6:30 p.m.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)						McRae, Pauline (Pinky)					
Groulx, Michael						Nesbitt, Jason					
Major, Christine						Pelletier, Allison					
Mannisto, Mark						Pristanski, Kal					
McIntyre, Margaret						Rathwell, Stephanie (Student)					
First Nation Trustee (Vacant)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
Goodman, William: <i>Interim Superintendent of Education</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>					

2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 17, 2019 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2019/07 Regular Board Meeting, June 17, 2019 be accepted and approved.*

[\(Attached\)](#)

4.0 Disclosures of Interest re: Open Session**5.0 Minutes: Board Meetings and Board Committee Meetings****5.1 Board Meetings**

✓ *That, the minutes of the following Board meeting be adopted:*

1. Regular Board Meeting 2019/06: May 27, 2019
2. Special Board Meeting 2019/02: June 10, 2019

[\(Sent Under Separate Cover\)](#)

[\(Attached\)](#)

5.2 Board Policy Review Committee: June 4, 2019

[\(Attached\)](#)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of June 4, 2019 and approves as reviewed:*

- P-539 Indigenous Education Advisory Committee
- P-527 Voluntary Aboriginal Student Self Identification
- P-722 Substance Use by Employees and Volunteers
- P-306 Corporate Credit Cards

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

[\(Attached\)](#)

to be posted to the Board website with an implementation date of June 18, 2019, and all of which shall supersede any previous policies.

6.0 Business Arising Out of the Minutes**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: Geraldton Composite High School
Presentation Entitled: Photo Voice Project: The Person You Are**

*(Video Presentation
- N. Morden Cormier)*

**7.2 Excellence in Education: Geraldton Composite High School
Presentation Entitled: GCHS is Where We Call Home**

*(Presentation- Principal Carlo Porretta,
Teachers Andrew McFarlane & Heidi Cloutier)*

7.3 Update – Student Trustees

(Trustees, L. Furoy & S. Rathwell)

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Board Policy Review Committee (BPRC)**

(M. McIntyre/ N. Morden Cormier)

8.1.2 Occupational Health and Safety Committee (OHSC)

(M. Groulx/ M. Paris)

8.1.3 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

- 8.2 Superior-Greenstone DSB Special Education Plan 2019 [\(Attached\)](#)
- ✓ *That, the Superior-Greenstone DSB accepts the June 4, 2019 recommendation from SEAC to post the Special Education Plan 2019, effective July 31, 2019.*

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Cathy Tsubouchi
Business /Negotiations Chair: Mark Mannisto

- 9.1 Report No. 45:
Signing Officers of the Board [\(Attached – C. Tsubouchi\)](#)
- ✓ *That, effective June 18, 2019, signing officers for Superior-Greenstone District School Board be any two of the following:*
- *Nicole Morden Cormier, Director of Education and Secretary to the Board*
 - *Cathy Tsubouchi, Superintendent of Business and Treasurer*
 - *Charlie Bishop, Superintendent of Education*
 - *Dianne Williams, Manager of Accounting Services*
 - *Brent Harris, Manager of Financial Services*
 - *Will Goodman, Superintendent of Education*

10.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 10.1 Report No. 46:
Director's Monthly Report – May 2019 [\(Attached – N. Morden Cormier\)](#)
- 10.2 Report No. 47:
Strategic Plan Baseline Report – Well-Being [\(Attached – N. Morden Cormier\)](#)
- 10.3 Report No. 48:
Technology Enabled Learning and Teaching Contact [\(Attached – Stacey Wallwin/ N. Morden Cormier\)](#)
- 10.4 Report No. 49:
2019 Summer Break and Board Business [\(Attached – N. Morden Cormier\)](#)
- ✓ *That, the Superior-Greenstone DSB having received Report No. 49: 2019 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, August 19, 2019, and*
- ✓ *That, Administration be authorized, in conjunction with available trustees to conduct the business of the Board as the need may arise during July and August 2019.*

11.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Education Chair: Allison Pelletier

- 11.1 Report No. 50:
Ontario Youth Apprenticeship Program/Cooperative Education Initiatives [\(Attached – Shawna Grouette/ C. Bishop\)](#)

12.0 New Business

Board Chair: Pinky McRae

- 12.1 Board Chair
- 12.1.1 Correspondence:
Ministry of Education – June 3, 2019 – SO Appointment [\(Attached – P. McRae\)](#)

✓ ***That, the Superior-Greenstone DSB 2019/07 Regular Board Meeting, Monday, June 17, 2019 adjourn at _____, p.m.***

<u>2019 - Board Meetings</u> <i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>		
*	Monday, July 15, 2019	Monday, August 19, 2019
Monday, September 23, 2019 *Designate Site: LSHS	Monday, October 21, 2019	Monday, November 18, 2019
Monday, December 2, 2019 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2019/07

Committee of the Whole Board: Closed Session.

Monday, June 17, 2019

Designated Site: Geraldton Composite High School, 500 Second Street West, Geraldton, ON

A G E N D A

Board Chair: *Pinky McRae*

Director: *Nicole Morden Cormier*

VC Sites: *Board Office / GCHS / LSHS / MNHS / SGDSBLC*

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session *(P. McRae)*
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) *(P. McRae)*
- 3.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2019-06: May 27, 2019 [*\(Attached\)*](#)
- 4.0 Personnel Item A *(N. Morden Cormier)*
- 5.0 Personnel Item B *(C. Tsubouchi)*



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Special Board Meeting 2019/02

MINUTES

Monday, June 10, 2019 – 6:30 p.m.

Designated Site: Superior-Greenstone District School Board Office, 12 Hemlo Drive, Marathon, ON

Videoconference Site Locations

Superior-Greenstone District School Board (SGDSB) 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS) 200 Manitou Road W., Manitouwadge, ON
 Lake Superior High School (LSHS) Hudson Drive, Terrace Bay, ON
 SGDSB Learning Centre (SGDSBLC) 46 Salls Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Board Chair: Pinky McRae

Director Designate: Cathy Tsubouchi

VC Sites: Board Office / LSHS / GCHS / MNHS / SGDSBLC

Recorder: G. Christianson

PART I: Special Board Meeting

Section (A): – (open to public): 6:30 p.m.

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Furoy, Logan (Student)					x	McRae, Pauline (Pinky)	x				
Groulx, Michael					x	Nesbitt, Jason			x		
Major, Christine			x			Pelletier, Allison		x			
Mannisto, Mark		x				Pristanski, Kal			x		
McIntyre, Margaret	x					Rathwell, Stephanie (Student)			x		
First Nation Trustee (Vacant)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Tsubouchi, Cathy: <i>Superintendent of Business</i>	x				
Bishop, Charlie: <i>Superintendent of Education</i>			x		
Goodman, William: <i>Interim Superintendent of Education</i>			x		
Williams, Dianne: <i>Manager of Accounting Services</i>					x
Harris, Brent: <i>Manager of Financial Services</i>					x
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					x
Demers, Linda: <i>Coordinator of Business Services</i>					x
Lucas, Jay: <i>Coordinator of Information Technology Services</i>	x				
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>	x				

2.0 Special Board Meeting Call to Order**77/19**

Moved by: Trustee M. Mannisto

Second: Trustee A. Pelletier

✓ **That**, the Superior-Greenstone DSB Special Board Meeting on Monday, June 10, 2019 be called to order at 6:31 p.m.

Carried**3.0 Approval of Agenda****78/19**

Moved by: Trustee M. McIntyre

Second: Trustee C. Major

✓ **That**, the agenda for the Superior-Greenstone DSB 02-2019 Special Board Meeting, June 10, 2019 be accepted and approved.

Carried**4.0 Disclosures of Interest re: Open Session**

Trustee Mark Mannisto declared a conflict of interest for agenda item 5.1 and that he abstains from voting on the Special Board Report No. 43: Educational Assistant Staffing 2019-2020.

5.0 Reports from the Superintendents of Education

Superintendent of Education: Charlie Bishop

Superintendent of Education: Will Goodman

Education Chair: Allison Pelletier

5.1 Special Board Report No.43: Educational Assistant Staffing 2019-2020

Superintendent of Education Will Goodman provided a presentation of his report. He discussed the Special Education student needs and the staffing required to provide these necessary supports. He noted that again this year our Board has approximately 27% of the student population accessing special education support. As outlined in the report, the recommendation for the 2019-2020 school year is that 39.5 FTE Education Assistant positions be funded through the Board and an additional 6.5 Educational Assistants be funded through First Nation Tuition Agreements for a total of 46 Educational Assistants.

79/19

Moved by: Trustee M. McIntyre

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB having received Special Board Report No.43: Educational Assistant Staffing 2019-2020, approves the Educational Assistant Staffing as presented.

Carried**5.2 Special Board Report No.44: Staff Changes for Librarians, Attendance Counsellors and School Secretaries 2019-2020**

Superintendents of Education Charlie Bishop and Will Goodman provided a detailed review of the report. During the presentation they discussed the reasoning for the recommended staff changes. It was recommended that for the 2019-2020 school year the secondary librarians be reduced to 2.5 FTE as this change would provide each high school with a 0.5 FTE Librarian. As a result of the expiration of the Local Priorities Extension Agreement it is recommended that the school secretarial position at Nakina Public School be returned to a 0.5 FTE. The Attendance Counsellor position restructuring was reviewed and recommended that for 2019-2020 the Attendance Counsellor position for Lake Superior High School will be eliminated. The Attendance Counsellor position in Manitouwadge is being eliminated as the person is retiring. As such, the Attendance Counsellor in Marathon will also be responsible for Manitouwadge, and the Attendance Counsellor at Nipigon Red Rock District High School will now be responsible for the schools in Schreiber and Terrace Bay. The Attendance Counsellor position at Geraldton Composite High School will remain responsible for the Greenstone area.

80/19

Moved by: Trustee K. Pristanski

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB having received Special Board Report No. 44: Staff Changes for Librarians, Attendance Counsellors, and School Secretaries 2019-2020, approves the staffing as presented.

Carried**6.0 Adjournment****6.1 81/19**

Moved by: Trustee M. Mannisto

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB Special Board Meeting 02-2019 on Monday, June 10, 2019 adjourn at 6:47, p.m.

Carried

<u>2019 - Board Meetings</u>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, June 10, 2019 *Special Board Meeting		
Monday, June 17, 2019 *Designate Site: GCHS	Monday, July 15, 2019	Monday, August 19, 2019
Monday, September 23, 2019 *Designate Site: LSHS	Monday, October 21, 2019	Monday, November 18, 2019
Monday, December 2, 2019 (1:00 p.m.)		

Special Board Meeting 2019-02

Monday, June 10, 2019

MINUTES

APPROVED THIS _____ DAY OF _____, 2019

SECRETARY_____
CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Teleconference Meeting – Marathon, ON

Tuesday, June 4, 2019 @ 6:30 p.m.

MINUTES

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt		X				Michael Groulx					X
Allison Pelletier		X				Kal Pristanski (Alternate)					X
Margaret McIntyre	X					Christine Major (Alternate)					X
Mannisto, Mark		X				McRae, Pinky (Ex-Officio)		X			

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			X		
Cathy Tsubouchi: <i>Superintendent of Business</i>	X				
Charles Bishop: <i>Superintendent of Education</i>		X			
Will Goodman: <i>Interim Superintendent of Education</i>		X			
Marc Paris: <i>Manager of Plant Services</i>					X
Amanda Gyori: <i>Principal Representative</i>		X			
Nancy O'Donnell: <i>Indigenous Education Lead</i>					X
Hillary Freeburn: <i>System Principal-Early Years Lead</i>		X			
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>				X	
GerriLynn Christianson: <i>Recorder</i>	X				

1.0 Review of Minutes: March 5, 2019

The minutes of the March 5, 2019 Board Policy Review Committee were approved by the Board at the March 25, 2019 Regular Board meeting. The minutes were attached for information only.

2.0 Business Arising from Minutes: March 5, 2019**2.1 Stakeholder Reviews**

The following policies were posted for stakeholder review for the period of March 6, 2019 through to May 28, 2019. There was no stakeholder feedback was received on the policies noted below.

P-539 Indigenous Education Advisory Committee
P-527 Voluntary Aboriginal Student Self Identification
P-722 Substance Use by Employees and Volunteers

Action: Submit P-539, P-527, and P-722 for Board approval on June 17, 2019.

2.2 Stakeholder Review

The following policy was posted for stakeholder review for the period of March 6, 2019 through to May 28, 2019. Feedback was received and the policy has been edited by Administration.

P-306 Corporate Credit Cards

Superintendent of Business Cathy Tsubouchi provided a review of the revisions made to Policy 306 since last reviewed at the March 5th BPRC meeting.

Action: Submit P-306 for Board approval on June 17, 2019.

3.0 **Reviews: New/Existing Policies**

P-604 Early Years

Early Years System Principal Hillary Freeburn provided a review of the revisions made to Policy 604 including the policy title which was previously Kindergarten Program. Other enhancements were made to the policy statement, rationale, definitions and reference documents. The policy has been expanded in order to better reflect the importance of families, communication and connection in early years of child development.

Action: Submit the above policy for stakeholder review.

P-517 Early Identification

H. Freeburn provided a review of the policy revisions that include enhancements to documentation and communication. The policy reference to diagnostic assessments has been generalized to allow for the new assessments that may become available each year.

Action: Submit the above policy for stakeholder review.

P-719 Accessibility Policy

Director of Education Nicole Morden Cormier provided a review of the document that was updated by the Human Rights and Equity Advisor Mahejabeen Ebrahim. Policy revisions include updating the policy name, definitions, rationale, and objectives.

Action: Submit the above policy for stakeholder review.

P-603 New Course Approvals

Interim Superintendent of Education Will Goodman provided a review of Policy 603 New Course Approvals. The Policy outlines practices that are outlined within the Education Act. The school board meets the standards set by the Ministry of Education as outlined within the Education Act, Therefore, the policy 603 was recommended to be removed and deemed redundant.

Action: The above policy will be removed from policy lists immediately.

P-717 Harassment

Superintendent of Education Charlie Bishop provided a review of the Harassment Policy. Revisions were made to the placement of the rationale and the policy statement. The definitions were no longer required as they are now included within the Management Guideline.

Action: Submit the above policy for stakeholder review.

P-720 Workplace Violence

C. Bishop provided a review of the Policy and the revisions made. The policy no longer includes the definitions as they have been moved to the Management Guideline. The procedures listed have been renamed to guidelines and procedure content moved to the Management Guideline document.

Action: Submit the above policy for stakeholder review.

4.0 **List All Policies to be Referred for Stakeholder Review as of June 5, 2019**

P-604 Early Years

P-517 Early Identification

P-719 Accessibility Policy

P-717 Harassment

P-720 Workplace Violence

Action: Submit P-604, P-517, P-719, 717 and 720 for stakeholder review on June 5, 2019.

5.0 List All Policies to Refer to Board for Approval on June 17, 2019

P-539 Indigenous Education Advisory Committee
P-527 Voluntary Aboriginal Student Self Identification
P-722 Substance Use by Employees and Volunteers
P-306 Corporate Credit Cards

6.0 2019 Meeting Schedule

September 3, 2019 at 6:30 pm
November 5, 2019

7.0 Adjournment

Moved: J. Nesbitt Second: M. Mannisto
That, the Board Policy Review Committee Meeting of June 4, 2019 adjourn at 6:54 p.m.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	NATIVE INDIGENOUS EDUCATION ADVISORY COMMITTEE		539
Board Approved:	Reviewed:	Review By:	
March 26, 2013	March 7, 2013	December 2024 December 2018	

POLICY

It is the policy of the Superior-Greenstone District School Board to ~~improve our understanding of~~ **strengthen relationships with** First Nations, Métis, and Inuit partners on and off reserve through its **Indigenous** Education Advisory Committee (IEAC). Representation on the committee may include **Indigenous representatives from various community partners, parents/guardians of pupils of the Board, Indigenous students of the board, board staff aligned with Indigenous education, and trustees.** ~~Aboriginal groups with which the Board has tuition agreements and/or those groups whose children of Aboriginal heritage may be voluntarily self-identified as defined within Board Policy 527 Voluntary Aboriginal Student Self-Identification.~~

RATIONALE

The Superior-Greenstone District School Board recognizes the importance of co-operation and communication between ~~First Nation, Métis and Inuit~~ **Indigenous** stakeholders and the Board. In order to improve communication and receive input, the ~~Native~~ **Indigenous** Education Advisory Committee would provide opportunities for Senior Administration, Trustees, and School Principals to interact directly with ~~representatives of First Nation, Métis and Inuit~~ **Indigenous** partners wherever they may reside within the geography of the Board.

1. Terms of Reference

- 1.1 Mandate of ~~NEAC~~ **IEAC**
 - 1.1.1 To focus on initiatives **and Board strategies as identified in the Ontario First Nation, Metis and Inuit Education Policy Framework (2007) in alignment with the Board's Strategic Plan** ~~concerns as may be identified through its tuition agreement partners and or others constituents of Aboriginal heritage.~~
 - 1.1.2 To act as a liaison among the schools, community, Senior Administration and Trustees.
 - 1.1.3 To make recommendations to the Board relating to the education of students to ensure the appropriateness of the content of Board curriculum materials and programming.
 - 1.1.4 To review performance outcomes for First Nation, Métis, and Inuit students and make recommendations to the Board toward a goal to continually improve outcomes for students.
 - 1.1.5 To expand the awareness of the educational needs of First Nation, Metis, and Inuit students to improve educational opportunities and ensure successful completion of secondary education
 - 1.1.6 ~~To increase the awareness of the nature of Aboriginal educational concepts and the positive impact it has for all students of the Board~~

- 1.1.7 To ensure communication of ~~NEAC~~ **IEAC** developments, a standing agenda item will occur at Board meetings with minutes of all meetings disseminated for Board acknowledgement and/or follow-up as may be required.

1.2 Recommended Participants

- One Trustee of the Board under Section 188 of the Education Act, RSO who is appointed by the Board to represent the interests of ~~First Nations~~ **Indigenous** students, as well as two additional trustees as selected by the Board at the Organizational Board meeting held annually in December
- The board chair as ex-officio member may attend as appropriate
- The Director of Education
- The Superintendent of Education
- The Board's ~~Student Success/Aboriginal Lead~~ **Indigenous Education Lead**
- **Indigenous community partners**
- **Indigenous Education portfolio holders from local First Nation, Metis and Inuit communities**
- **Indigenous students who are pupils of the Board**
- **Indigenous Language teachers employed by the Board**
- ~~One Aboriginal representative and one alternative representative from each tuition agreement partner of the Board~~
- ~~One at-large Aboriginal representative at large as nominated by NEAC~~

1.3 Meeting Dates

~~NEAC~~ **IEAC** will meet a minimum of three times in each school year on dates established by the committee with dates within the approximate time of:

- Early fall
- Mid-winter
- Late Spring

Such meeting dates will be posted and the agenda distributed to stakeholders as outlined in Part 1.2. In addition, minutes of all meeting shall be posted to the board website for access by all interested stakeholders.

REFERENCES

- Policy 536: Equity and Inclusive Education
- Policy 536: Equity and Inclusive Education Management Guideline

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	VOLUNTARY ABORIGINAL INDIGENOUS STUDENT SELF-IDENTIFICATION		527
Board Approved:	<i>February 20, 2013</i> <i>April 25, 2006</i>	Reviewed: <i>February 5, 2013</i> <i>May 1, 2012</i> <i>September 26, 2011</i>	Review By: December 2024 December 2018

POLICY

It is the policy of the Superior-Greenstone District School Board to provide the opportunity for all Aboriginal **Indigenous** students and their parents and guardians to voluntarily self-identify as being First Nations, Metis, or Inuit.

RATIONALE

The Superior-Greenstone District School Board believes the learning aspirations and potentials of Aboriginal **Indigenous** students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Aboriginal **Indigenous** parents and guardians, and their communities.

It is essential to understand our student population and have accurate student achievement data within Superior-Greenstone District School Board to improve success for all **Indigenous** students. In accordance with the *Ministry of Education's Aboriginal **First Nation, Metis and Inuit Policy Framework (2007)***, accurate student achievement data ~~needs to be~~ **is** collected to assess progress towards the goals of improving Aboriginal **Indigenous** student achievement, and closing the gap in academic achievement between Aboriginal and non-Aboriginal students. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding student success **for Indigenous students.**

PROCEDURES

1.0 Implementation

- 1.1 Voluntary self-identification will be collected annually on Student Verification Forms for all elementary and secondary students enrolled with the Superior-Greenstone District School Board as of the 2005-2006 school year.
- 1.2 Voluntary self-identification will be collected on the Superior-Greenstone District School Board Registration Form for all new elementary and secondary students enrolled with the Board as of the 2006-2007 school year.

2.0 Guidelines

~~Programmes~~ **Programs** will be evaluated regularly based on:

- Transparency
- Inclusion
- Innovation
- Learner-centeredness

- ~~Equitability~~ **Equity**
- Responsiveness
- Collaboration
- ~~Respect for individual privacy and dignity~~ **Confidentiality**
- ~~Results~~
- ~~Acknowledgement and~~ **Reflection of cultural diversity**
- ~~Contribution to the knowledge base through research~~ **Degrees of Effectiveness**

3.0 Accountability

- Provide high quality learning opportunities that are responsive, flexible and accessible to ~~Aboriginal~~ **Indigenous** students
- ~~Increase the retention rate of all students~~
- Increase the graduation rates of all students **Indigenous students**
- Ensure that all **Indigenous** students are well prepared for participation in post-secondary studies and the world of work
- Promote effective, respectful working relationships and partnerships with ~~Aboriginal~~ **Indigenous** parents and the general ~~Aboriginal~~ **Indigenous** community **communities**

4.0 Data Collection, Storage, Access and Usage or Security Protocol

All data will be securely stored to respect privacy and used only as a means to enhance ~~Aboriginal~~ **Indigenous** education programmes **programs** within the Superior-Greenstone District School Board.

- 4.1 Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.
- 4.2 The information gathered will be shared with educational organizations (e.g. Ministry of Education, EQAO for the purpose of developing supportive programs.

5.0 Timeline

The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the Superior-Greenstone District School Board ~~First Nation~~ **Indigenous Education** Advisory Committee. The policy will be reviewed as required by the policy review committee of Superior-Greenstone District School Board for its effectiveness.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name **SUBSTANCE USE BY EMPLOYEES AND VOLUNTEERS** 722

Board Approved: _____ Reviewed: _____ Review by: December 2024

POLICY

The Superior-Greenstone District School Board is committed to the health and safety of its employees and *volunteers* and has adopted this policy to communicate its expectations and guidelines surrounding substance use, misuse, and abuse.

Superior-Greenstone District School Board actively promotes and encourages early diagnosis and treatment of employees who may suffer from a Drug and/or Alcohol disability and will assist them towards full rehabilitation.

Where an **employee** suffers from a disability under the Ontario *Human Rights Code*, Superior-Greenstone District School Board will make reasonable efforts to accommodate an employee, in accordance with its obligations at law. Where a **volunteer** suffers from a disability under the Ontario Human Rights Code, Superior-Greenstone District School Board will provide initial support to assist them in obtaining information regarding supports for substance use, misuse and abuse.

RATIONALE

The Superior-Greenstone District School Board is committed to providing a safe and healthy working and learning environment and is committed to assisting employees with the prevention of substance use and the early identification of substance dependency. The board actively promotes and encourages early diagnosis and treatment of employees who may suffer from a Drug and/or Alcohol disability and will assist them towards full rehabilitation. Where an employee suffers from a disability under the Ontario *Human Rights Code*, Superior-Greenstone District School Board will make reasonable efforts to accommodate an employee, in accordance with its obligations at law.

This policy and related Procedural Guideline establish the expectations for all employees and volunteers of the Superior-Greenstone District School Board. It will apply to all work environments, where by employees/volunteers ability to perform their assigned duties in a safe and productive manner are in jeopardy (i.e. Off-site work engagements, conferences, field trips, curricular and extra-curricular activities).

DEFINITIONS

“Drug(s)” includes but is not limited to, any substance obtained as a result of a legitimate prescription or a legally obtained drug (such as cannabis), prescription medications which are acquired without a legally obtained prescription, intentionally misused prescription medications, illicit drugs, solvents or inhalants that may inhibit or impair an employee’s ability to perform his or her assigned duties in a safe and productive manner.

“Alcohol” includes, but is not limited to beer, wine, spirits or any other intoxicating compound.

“Fit for Duty” in the context of this Policy means being able to perform assigned duties in a safe and productive manner and not under the influence, impaired, or limited in any way by Drugs and/or Alcohol or their after-effects.

GUIDELINES

Employees and volunteers under the influence of drugs and alcohol on the job can pose a serious health and safety risk to themselves, employees and students. To help ensure a safe and healthy working environment the Superior-Greenstone District School Board reserves the right to prohibit certain items and substances from being brought on to or present on Board premises.

ROLES AND RESPONSIBILITIES

The Superior-Greenstone District School Board will:

- Clearly communicate expectations surrounding alcohol and drug use, misuse, and abuse;
- Maintain a program of employee health and awareness;
- Provide a safe work environment;
- Review and update this policy regularly to respond to the evolving needs and developments in the law;
- Provide training in an effort to ensure that all supervisors and human resources staff recognize signs of Drug and/or Alcohol abuse or misuse;
- Ensure steps are taken to protect the confidentiality and privacy of all employees in accordance with the law;
- Ensure that all employees who suffer from a Drug and/or Alcohol related disability are appropriately accommodated;
- Provide access to rehabilitation services to employees who require it;
- Provide support if an employee is advised that they may need to use prescribed medicinal cannabis. Matters that should be discussed include: possible non-smoking options; a designated smoking area; the impact of second-hand smoke on others; and the avoidance of residual scents at work.

Managers and Supervisors will:

- Identify any situations that may cause concern regarding an employee/volunteer's ability to safely perform their job functions;
- Ensure that any employee who asks for help due to a drug or alcohol dependency is provided with the appropriate support (including accommodation) and is not disciplined for doing so; and
- Maintain confidentiality and employee privacy.

DISCIPLINARY ACTION

Employees will be subject to disciplinary action, up to and including termination of employment for failure to adhere to the provisions of this policy, including, but not limited to:

- Failure to meet prescribed safety standards as a result of impairment from alcohol and/or drugs; and
- Engaging in illegal activities (e.g. selling drugs and/or alcohol while on Superior-Greenstone District School Board premises).

References:

Policy 401 Consumption of Alcohol
Policy 405 Smoking
Policy 707 Employee Code of Conduct
Policy 505 Field Trips
Policy Criminal Background Check

DRAFT

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BUSINESS AND TRANSPORTATION		
Policy Name	CORPORATE CREDIT CARDS <i>Management Guideline Applies</i>		306
Board Approved:	February 22, 2012 March 31, 2007	Reviewed: January 30, 2012	Review By: December 2024 December 2017

POLICY

It is the policy of Superior-Greenstone District School Board to ensure that cardholders are responsible for exercising due care and judgement when using corporate credit cards.

~~Corporate credit cards shall be issued to the Senior Administration, including the Director of Education, the Superintendent of Business, the Superintendent of Education, the School Effectiveness Lead and the Student Success Lead.~~

~~Corporate credit cards shall be used solely in the course of, and for purposes of, Board business.~~

RATIONALE

Superior-Greenstone District School Board provides corporate credit cards to designated individuals, simplifying the acquisition, receipt and payment of purchases and travel expenses incurred on behalf of the Board.

PROCEDURE GUIDELINES

- 1.0 The purchase of goods and services utilizing corporate credit cards will be for the purposes provided in the annual budget and will be subject to all applicable policies, procedures, guidelines and limits as established by the Board.
- 2.0 Cardholders will be subject to, and respect all terms and conditions, as stipulated in the Board's agreement with the issuing financial institution.
- 3.0 ~~Corporate credit cards are only for the use of the authorized individuals to whom they have been issued.~~
- 3.0 Corporate credit cards may include Credit Cards, Procurement Cards and Fuel Cards.
- 4.0 The Superintendent of Business determines credit card limits.
- 5.0 Access to cash advances will not be permitted.
- 6.0 Corporate credit cards remain the property of the issuing financial institution the Board and will must be surrendered to the Board upon Request termination of employment or otherwise when so directed by Administration.
- 6.0 ~~All expenditures will be supported by receipts; hospitality expense claims may only be claimed as per Policy No. 307 and such claims will indicate the names of the individuals~~

~~entertained and their role. The purpose of the hospitality is also to be clearly stated on the receipt.~~

7.0 On a monthly basis, the credit card statements and supporting original documentation/receipts must be reviewed and must be approved by the cardholder's immediate Supervisor, as outlined in the Management Guideline to this Policy.

~~7.0 The Chair of the Board will approve all of the expenses initiated by the Director of Education.~~

8.0 The purpose of the review is to ensure that items charged to the credit card:

- Meet all Board Policies and Management Guidelines
- Are reasonable and justifiable
- Are adequately supported by original receipts and explanations for expenditures

~~8.0 The Director of Education will approve all expenses initiated by the Superintendent of Business, the Superintendent of Education, the School Effectiveness Lead and the Student Success Lead.~~

Cross Reference:

- Policy 303 – Purchasing
- Policy 307 – Travel, Meals and Hospitality Expenses



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN

Based on Standards for School Boards

Board Approved:



P.O. Bag A, 12 Hemlo Drive, Marathon, ON P0T 2E0
phone: 807-229-0436 | fax: 807-229-1471 | www.sgdsb.on.ca

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A - THE BOARD'S CONSULTATION PROCESS

In accordance with Regulation 464/97 made under the Education Act, and in accordance with the Standards for School Boards' Special Education Plans, the Superior-Greenstone District School Board has developed this Plan to provide information about the special education programs and services available within our Board. It also outlines the involvement of the Special Education Advisory Committee (SEAC).

The annual review process of the Plan is designed to improve special education programs and services to special needs students. Timelines for consultations, input from stakeholders and the annual review of special education programs and services are as follows:

September

- An updated version of the plan is available to all stakeholders on the Board website www.sgdsb.on.ca > Education > Special Education > Reports and Publications, Special Education Plan
- School Administrators inform parents of the updated plan on the Board website and request feedback
- School Administrators inform School Councils of the updated plan on the Board website and request feedback
- North of Superior Counseling Programs (NOSP), Dilico, Rural Children's Services Partnership and North West Local Integration Network are advised of the updated plan on the Board website and request feedback

September to April

- From issues, concerns and recommendations that are addressed in regular SEAC meetings and presented at board meetings
- From the board's written responses to the SEAC recommendations
- From SEAC members during Plan review
- From new directives and reviews of the Plan from the Ministry of Education
- From information gathered at community forums
- From parents of special needs students
- From any audits
- From Senior Administration
- From School Administrators
- From input and feedback gathered by School Administrators from parents, community partners and staff
- From Special Education Teachers (SET)
- From Special Education Lead

May

- Input from the Board of Trustees during the review of the Plan and the SEAC recommendation to approve the amendments to the Plan
- Final consultation done by School Administrators with parents, community partners and staff

June

- Plan brought to board meeting for final approval

August

- Present Board Plan to our School Administrators

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B - SPECIAL EDUCATION PROGRAMS and SERVICES

General Philosophy and Service Delivery Model

The Superior-Greenstone District School Board will provide the best education possible within its means for each of its students. The Board supports a philosophy of integration within the schools provided that it meets the needs of the student and is in accordance with parental wishes. Our basic premise is that all teachers share responsibility to meet the needs of all students. Students with exceptionalities within the board's jurisdiction (regardless of exceptionality) can access services through placement in:

- The regular classroom setting;
- The regular classroom setting with resource services to the classroom teacher or student;
- The regular classroom setting with the assistance of a special education support person;
- The regular classroom setting with resource assistance or resource withdrawal from a special education resource teacher when deemed necessary; or
- A self-contained classroom for a portion of the day with integration into the regular classroom

The placement goal for all students with exceptionalities is to keep them as close to the regular classroom program as possible with appropriate special education programs and services in place when/where deemed necessary. The ultimate goal will be inclusion in the regular classroom, with withdrawal of students to develop specific skills necessary for meaningful inclusion and specialized support to meet the goals of the IEP.

In some instances, because more specialized services and teaching methodologies are required, some students may require programs and services that involve the co-ordination and co-operation of several agencies. In these cases, alternatives to options not available within the board (special classes) will be investigated.

In addition to the above, the following principles also apply:

- Attention will focus on the capabilities on the student rather than on his/her exceptionality or disability;
- To develop individual potential;
- To nurture the development of:
 - Pride in personal achievement
 - Self-worth
 - Self-discipline
 - Self-confidence
- Education will be provided as close to the student's home as feasible within the schools of the Superior-Greenstone District School Board; and
- Education will be provided as close to the regular classroom environment as feasible in co-operation with local boards, community agencies and provincial services.

Programs and services for students with exceptionalities are developed in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code* and the *Education Act* and the regulations made under the Act.

Special Education Placements Provided by the Board

Due to the large geographic area of the board and the small school populations, Special Education Placements are provided in the regular school setting as follows:

- With indirect support;
- With resource assistance; and/or
- With withdrawal assistance.

Programs and Services Regardless of Exceptionality

In addition to the above placement options, the following services are available in most areas of the board:

- In-school assessments by S.E.T personnel;
- Out-of-school assessments for speech, language, behaviour, psychological, psychiatric, occupational, physiotherapy, and academic;
- Out-of-school referral to North of Superior Counseling Programs (NOSP) or Dilico for mental health counseling;
- Referral to the Board Positive Behaviour Lead to support students with ASD;
- Support for deaf and blind students - Provincial Schools;
- Support staff for students with documented high needs; and
- Support and capacity building from the multi-disciplinary team.

Range of Curriculum Modification and Accommodations Offered

Level 1

The student is able to manage the content and expectations of the grade level curriculum but accommodations must be made in order for the student to be successful. Samples of accommodations may include extended time to complete tasks/tests, use of a calculator, use of technology and appropriate software, peer helpers, oral testing or revised test formats or short-term resource withdrawal to review materials.

Level 2

The student is *unable* to manage the content and expectations of the grade level in which he/she is placed. However, the student is able to manage a reduced number of expectations for the current grade level or some of the content and expectations based on the achievement expectations for a different grade level according to *The Ontario Curriculum*. The student's work is modified based on the level at which the student can experience success. Accommodations are also required.

Level 3

In a few instances, very few of the expectations in The Ontario Curriculum, form the basis of a student's program. For these students, curriculum modification is extensive and alternative programs may be developed based on skills that have been identified by inter-agency personnel. Accommodations for the student may include specialized equipment, learning materials and alternative evaluation techniques.

Special Education Programs and Services By Exceptionality

Due to the geography, size and rural nature of the Superior-Greenstone District School Board almost all students, regardless of their exceptionality, are placed in an integrated setting within a school.

Placement in a self-contained classroom is not a viable option unless there are enough students to warrant such a placement.

In very few instances, placement in a Provincial School is available for those students who meet the criteria established by the provincial schools.

In cases where the needs of the student are so extreme that the board is unable to provide a program, alternative options with other boards will be investigated.

Criteria for Placement

The placement of a student in one of the above placement options is determined by the Identification, Placement and Review Committee in consultation with the parent and, at times, with the student. The identification of the student must be in accordance with the approved Ministry of Education definitions listed in the appendices of this document. The placement decision is based on the stated needs and strengths of the student.

Multiple Exceptionalities



Students who have been identified with more than one area of exceptionality may be placed in an integrated setting and may or may not receive resource withdrawal. In some instances, the students require alternative programming, curriculum modifications, accommodations and additional support in order to be successful at school.

Section 23

There are no Section 23 classrooms within the board's jurisdiction.

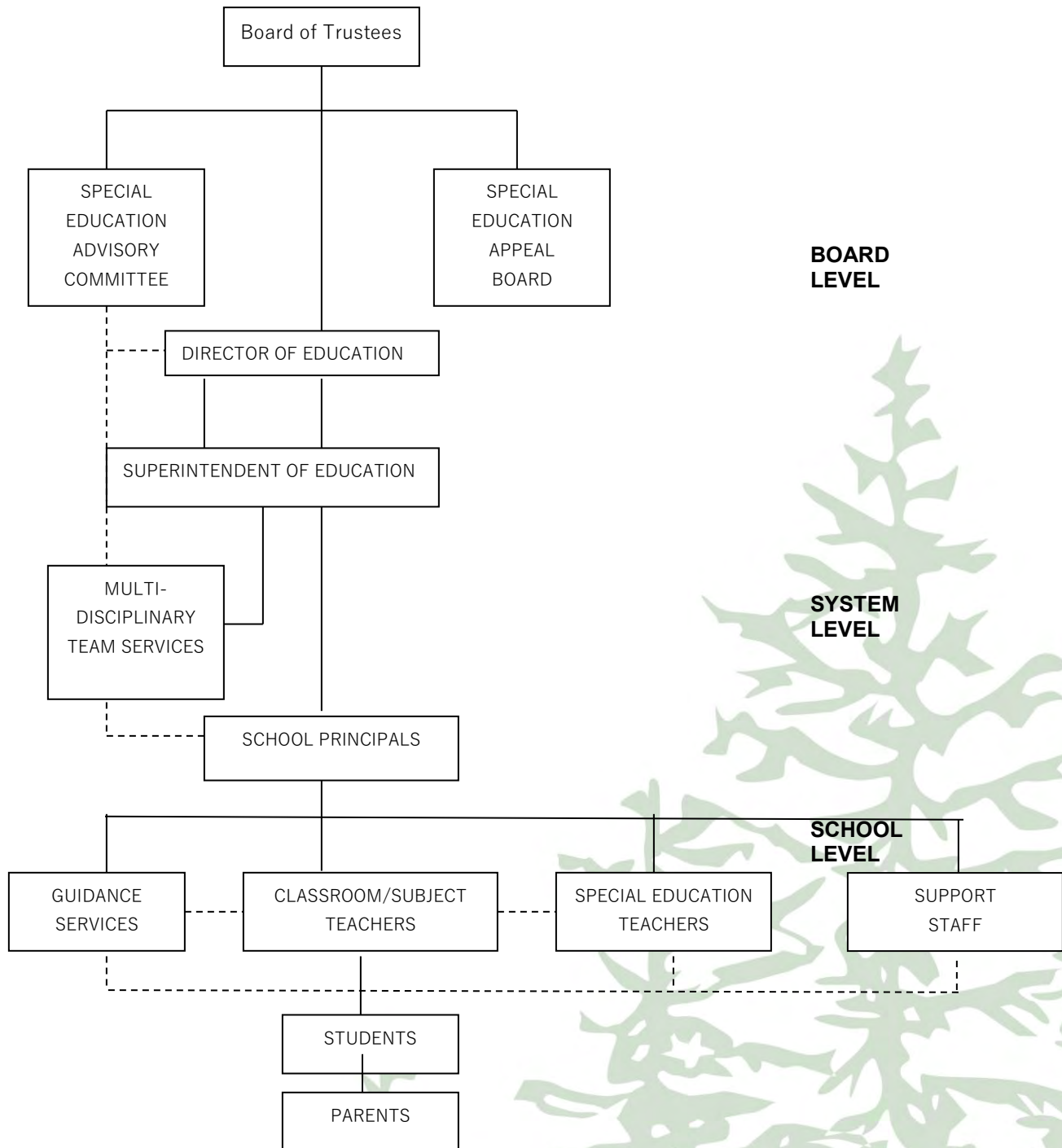
Provincial and Demonstration Schools

Provincial and demonstration schools offer support services within the board's schools for students who are blind, deaf, physically challenged or severely learning disabled. Some students, however, may require a day treatment or a residential program in order to be successful. Students placed in provincial or demonstration schools have the day treatment or residential component provided.

Placement of students in these schools must be in accordance with the admissions criteria for each school. It should be noted that very few students are placed in these specialized schools. These schools are listed in the Superior-Greenstone District School Board Plan Appendix E.

C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART

Note: For specific roles and responsibilities, see outline in Appendix A.



Direct Lines of Responsibility —————
 Consultation Relationship - - - - -

D - EARLY IDENTIFICATION PROCEDURES / INTERVENTION STRATEGIES & TRANSITIONS

Philosophy

It is the philosophy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the Kindergarten teachers to assist them in assessing the child's learning needs in order to provide appropriate programming.

Pre-School Screening Initiative

The Superior-Greenstone District School board has developed a partnership with community providers to develop a pre-screening program for students who are entering kindergarten. These community providers offer services in the area of family support, medical/health care, childcare and education. The program, which is known as "Ages & Stages" is aimed at helping to identify those children who may be in need of early identification and on-going assessment in developmental and/or social/emotional areas.

Board Policy

In accordance with Program Policy Memorandum 11 (1982), the Superior-Greenstone District School Board has developed Board Policy 517 with regard to Early Identification Procedures. This policy is intended to apply to ***all*** students enrolled in the kindergarten program. The procedures included in the policy are the start of the continuous assessment and program planning that becomes part of the child's school life.

In-school Early and On-going Identification Procedures

As part of the special education referral process, a parent or teacher may identify a difficulty. When a difficulty is identified, it is an expectation that teachers try varied teaching strategies and/or methods to see if different approaches help to alleviate the difficulty. During this period of time, the teacher should be observing and documenting the student's learning strengths and areas of need, and consulting with the parent with regard to the child's progress. The parent should be providing the child with opportunities at home to support the work of the classroom teacher and should be communicating with the school on a regular basis.

The type of assessment tools/strategies used on a board wide basis to gather appropriate information on students in order to assist in the development of appropriate educational programs are:

- JK, SK, Grade 1 and Grade 2 Oral Language Assessment (OLA) in Terms 1, 2 and 3
- Grades SK, 1, 2, and 3 Developmental Reading Assessment II instructional book level in Terms 1 & 2 with Term 3 being optional.
- Grade 7-10 Ontario Comprehension Assessment (OCA)
- The Assessment of Basic Language and Learning Skills (ABLLS)
- Wechsler Fundamentals: Academic Skills (WFAS)
- Wechsler Individual Achievement Test (WIAT)
- The Assessment of Functional Living Skills (AFLS)

Students who are experiencing difficulty may receive support either in class or in a small group situation.

Should difficulties continue, a parent-teacher conference is held to discuss the next course of action with regard to assisting the student. At this time, the school (teacher) should be giving the parent the board's information pamphlets with regard to the special education process and explaining the process. Time should be taken to ensure that the parent fully understands the process and that the procedures to be followed are understood. The school (teacher) should also discuss the assessment process and obtain the necessary consents to refer the child for an in-school (educational) or out-of-school assessment.

Early Identification - Prevention Support by Other Service Providers

Support for speech therapy, physiotherapy and behavioral counseling is available. These services can be accessed by schools with the consent of the parent through an out-of-school referral. Often, many of the students who access these services are not formally identified as students with exceptionalities.

This referral process may result in a formal IPRC (Identification, Placement and Review Committee meeting).

Transitions

Students experience many transitions over the course of their time at school. Transitions occur from school to school, from elementary school to secondary school, from class to class etc. Superior-Greenstone District School Board is committed to improving transition outcomes for all learners. PPM 156 states that a transition plan must be created for all students who have an IEP whether or not they have been identified as exceptional by the IPRC committee or not. A transition document has been created in order to support all students and educators in the creation of meaningful and strength based transition goals.

Transitioning into Kindergarten

Planning for Children with Special Needs

Each year, new Kindergarten students with individual needs enter the school system. Following registration, some students require a comprehensive intake process involving the school's Principal and Special Education Personnel.

Individual needs may include, but are not limited to the following:

- Health Care
 - Severe seizure disorder
 - Diabetes, asthma, allergies
 - Medication
- Personal Care
 - Toileting
 - Dressing
 - Eating
- Physical
 - Mobility
 - Vision
- Communication
 - Deaf/hard of hearing
 - Non-verbal/Augmentative
- Social/Behavioral
 - Social understanding
 - Self-regulation
- Cognitive/Developmental
 - Exhibiting less than average intellect
 - Adaptive Behavior
- Autism Spectrum Disorder (ASD)
 - Communication
 - Social
 - Sensory

SGDSB has developed a *Transition to Kindergarten* package to assist schools (Principal, SET, Kindergarten Educators, etc.) in working with parents, caregivers and community agencies to develop a specific transition plan for students who may possess special needs. Through the use of this document, teams will:

- Consider the child's strengths and needs;
- Prepare for gradual transition to school by establishing a school entry plan;
- Share information with the school and board to determine next steps;
- Explore external community supports;
- Identify personalized equipment needs and/or school access requirements; and

- Determine transportation, equipment, and access needs.



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS		
Policy Name	EARLY IDENTIFICATION		517
Board Approved:	October 27, 2015 February 17, 2010 August 10, 2002	Reviewed: October 5, 2015 October 26, 2009 April 2004	Review By: December 2020

POLICY

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. As required by Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. "These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".

The Early Identification procedures are done by the Kindergarten educators to assist them in assessing the child's learning needs in order that appropriate programming may take place. Special Education Resource Personnel may assist in ensuring that any necessary referrals for additional support are completed.

PROCEDURES

1.0 Early Identification Procedures Shall Include the Following

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each Kindergarten educator will complete the appropriate checklist(s)/ screen(s)/assessment(s) for each student following registration and continuing throughout the school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and educators must be made available. Samples of student work will be used to communicate with the parent(s) during the year and with the next year's teacher.
- 1.4 Samples of student work will be given to the parent(s) at the end of the school year.
- 1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to



have the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special Education Needs* document.

2.0 Time Line

Action	Involved	Timeline
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/February
Communication of Information Principal re: Transition to Kindergarten	Principal, Kindergarten Teacher/Educator Team	February/June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal/ Kindergarten Teacher/Educator Team/SET/Parents/Agencies	March
Transition to Kindergarten Activities	Principal/ Kindergarten Teacher/Educator Team	February/June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team	March/June
Curriculum Night re: Kindergarten Programs	Principal/ Kindergarten Teacher/Educator Team	Spring/Fall
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

3.0 Programs that Support Early Identification

Ages & Stages: The Ages & Stages Questionnaire provides information regarding a student's overall development in the areas of Speech and Language Development, Fine and Gross Motor Skills and Social/Emotional Development and Self-help Skills.

Second Step: helps children sort through complicated emotions, make sound decisions, build positive relationships and manage strong feelings. The program is rooted in social-emotional learning.

Oral Language Assessment (OLA): OLA data provides insights into the level of oral English structures a student can listen to with full understanding (receptive language).

Developmental Reading Assessment (DRA): DRA data determines a student's reading level and areas where they require additional support.

Assessing Math Concepts Formative Assessment: Assessing Math Concepts focuses on important core concepts that must be in place if children are to understand and be successful in mathematics.

"Little t" Transitions

Transitions happen before, during and after the school day. They range from the bus ride to school to moving between locations in the school (e.g., going from the classroom to the library) to changing subjects (e.g., math to science) to exit routine at the end of the day. While these transitions may seem small, they can cause some students with special education needs to feel anxious and unsure. All students, but especially students with special education needs, tend to perform best when there is routine and the schedule is predictable.

In order to assist your child cope with these Little "t" transitions that occur throughout their day, you can:

- Establish a routine for getting ready for school.
- Practise with your child what he/she needs to do to get ready at the end of the school day (e.g., packing their bag).
- Ask the teacher for an outline of the course or a monthly schedule of the activities the class will be participating in and reviewing the schedule with your child on a regular basis.
- Share with the school team successful strategies you use at home to prepare your child for transitions.
- Attend a "Planning a Transition" Meeting. If your child is struggling with Little "t" transitions at school, your school team may request your attendance at a "Planning a Transitions" meeting. Your input is invaluable to assist the school team in continuing to provide your child with a program to best meet his/her needs

Elementary to High School Transitions

The following table provides a calendar of events to aid in the planning of the transition from elementary to high school:

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
Identify a transition planning team Discuss transition planning with family and student during an case conference Identify an individualized timeline and set target dates Grade 8 students visit the home secondary school	November	Elementary school team Parent / Guardian(s) Student	"Planning a Transition" date	Elementary Principal Elementary SET
Gather information about the secondary school Share information gathered from "Planning A Transition" with the secondary special education department Grade 8 teachers complete online transition profile for special education students.	December	Elementary SET Secondary SET	"Planning a Transition" case conference	Elementary school team to contact - Secondary Special Education department to inform of special education needs transitions
Secondary SET to visit the Elementary school to have discussions with elementary school team	January	Elementary SET- Secondary Student	"Planning a Transition"	Secondary SET Elementary SET
Transition planning meeting with parents, student, Elementary and Secondary school teams for a "Planning a Transition" meeting Share current IEP, most recent report card and IEP Transition Plan with Secondary School Review SEA resources if applicable Students with special education needs visit the secondary school for a half day (including lunch) to learn more about home secondary school with elementary SET	February - May	Secondary school team Student Elementary SET		Secondary School Team
Secondary SET meets with outside agencies regarding specific students	April	Secondary SET		Secondary SET

IPRC's held for Elementary to Secondary Transitions, if applicable (at Secondary site) Make arrangements to transfer SEA equipment to secondary school by completing the necessary transfer forms	April/May * reminder packages have to be to the participants at least 10 days prior to the IPRC day	Elementary and Secondary School Teams Parent / Guardian(s) Student	IPRC package and documentation	Elementary & Secondary Principal to collaborate to set dates for IPRCs Elementary SET creates IPRC packages
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E - THE IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (IPRC) PROCESS and APPEALS

The Superior-Greenstone District School Board has developed two pamphlets that outline for parents the process used for:

- Referring a student to the Identification, Placement and Review Committee; and
- The Appeal process to follow should the parents disagree with either the Identification or Placement of their child

Copies of these pamphlets are available from the principal in each school and a sample is contained in Appendix B of the Superior-Greenstone Special Education Plan.

Informal Approaches to Solving Problems Prior to IPRC Meetings

In cases where a student is *not* known to have a condition that has been identified prior to entrance into school, it is an expectation that teachers try several of the following intervention strategies prior to making a referral to begin the special education process:

- Employ different teaching methods and strategies
- Provide accommodations
- Do on-going assessment “for”, “as” and “of” learning
- Provide descriptive feedback based on success criteria
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- Use assessment to inform instruction, guide next steps, and help the student monitor their own progress towards achieving their learning goal
- Conference with the parent and/or the student
- Conference with the previous classroom teacher
- Check for physical conditions - vision, hearing
- Collect work samples
- Consider early intervention program (K – Grade 2)
- Consider developing IEP

If the learning problems continue, then the teacher should consult with the principal, the special education resource teacher and parent in order to initiate formal testing.

Identification, Placement and Review Process

Informing Parents

The in-school assessment begins the formal special education process that may lead to the child being identified as needing a special education program. The consent for an educational assessment is usually obtained at a school case conference. At the school conference parents are given a copy of the board’s special education pamphlets *Parents’ Guide to Special Education IPRC’s and Appeals*. Parents are then invited to attend case conferences with regard to the findings of the in-school assessment. If more information is required, parents must sign for an out-of-school assessment to be completed. Once this assessment is completed the findings are shared with the parent and school personnel.

A decision may be made to refer the student to an Identification, Placement and Review Committee. The parent is given 10 days notice *in writing* that an IPRC meeting will be held to discuss the child’s identification and placement. If the student is identified, a placement is determined and the Individual Education Plan is developed within 30 days. The Individual Education Plan is also reviewed with the parent.

Gathering Information

The classroom teacher gathers information and shares the findings with the parent. If an in-school assessment is conducted, the person responsible for the assessment collects information from the various sources. For example:

- The student's Ontario Student Record
- Educational assessment(s)
- Diagnostic tests
- Teacher-created tests
- Developmental assessments
- Living/vocational skills assessments
- Health assessment (vision, speech, hearing)
- Psychological assessments
- Conferences with previous teachers, the parent(s), the student
- Work samples, portfolios, writing sample
- Student observation - for learning style, environmental factors behaviour, peer interaction, organizational skills, social skills.

Identification

Subsection 8 (3) of the *Education Act* requires the Minister of Education to define exceptionalities of students, prescribe categories of students with exceptionalities and to require school boards to employ such definitions. Consequently, the categories of exceptionalities and their definitions as found in Appendix D of the Special Education Plan, which are based on Ministry categories and definitions, are used as the basis for determining a student's identification.

Statement of Strengths and Needs

All Identification, Placement and Review Minutes list the strengths and needs of the student that have been determined through the assessment reports. It is expected that school personnel, out-of-school professionals, the parent and the student (where appropriate) have input into the determination of the student's strengths and needs through the assessment process.

Recommending Placement

One of the three following placements is available within the schools of the Superior-Greystone District School Board schools. The student can be placed in the regular classroom with:

- Indirect service;
- Resource assistance; or
- Withdrawal assistance.

Annual IPRC Review/Interim Reviews

By law, an Identification, Placement and Review Meeting must take place every 12 months, however, the parent(s) can consent to dispense with the annual IPRC review. School personnel must conduct the review if they do not receive written consent from the parent(s) to dispense with the review. The parent has the option of re-convening the IPRC within 15 days of an IPRC if further clarification or discussion is required.

The school or the parent can request a review after a program for a student has been in place for three (3) months. In the case of a review after 3 months, the parent shall request, in writing to the principal, that a review be convened. The IPRC Committee shall conduct the review within fifteen (15) days.

The school must give the parent 10 days notice that an interim IPRC will be held in the event that the school wishes to request an IPRC review after three months.

Meeting With Parents Prior to Rendering a Decision to the Board

Communication and consultation will take place with the parents prior to the calling of an Identification, Placement and Review meeting. Parents are informed before the IPRC of any testing results that will be presented to the IPRC committee. The parents are asked for input at the IPRC meeting. Parents have

up to 15 days to re-convene the IPRC or seek additional information from the school prior to the determination of the committee being sent to the Board.

Communicating the Decision

Parents are encouraged to attend all IPRC's but must be present at the initial IPRC in order to be a partner in the decision-making process. Parents can sign consent for the identification and placement of their child during the IPRC or may take the IPRC Identification and Placement consent home and consider all information before providing signed consent. Parents are given a copy of the IPRC minutes for their personal files.

If the parents are not in attendance at an IPRC review, the minutes of the IPRC are mailed to the parents for consideration and for signed consent to place their child as determined by the IPRC committee.

Should the parent wish a case conference with school personnel to discuss the minutes of the IPRC, the meeting is accommodated.

Parent Guides to IPRC's and Appeals

Further information about IPRC's and Appeals is outlined in the Parent Guides. The Parent Guides are available from all school principals. See samples in the Appendix B.

SGDSB IPRC 2018-2019 School Data (September 2018-May 20, 2019)

School	Total Number of IPRC's	IPRC's Initiated by School	IPRC Initiated by Parents/Guardians	Total # of IPRC Reviews Completed	Total # of IPRC Appeals Completed
Dorion Public School	1	0	1	1	0
Manitouwadge Public School	2	2	0	2	0
Nakina Public School	0	0	0	0	0
Schreiber Public School	1	1	0	9	0
George O'Neil Public School	3	3	0	0	0
Beardmore Public School	2	2	0	0	0
B.A. Parker Public School	20	17	3	19	0
Terrace Bay Public School	4	4	0	10	0
Margaret Twomey Public School	3	3	0	6	0
Marjorie Mills Public School	7	7	0	5	0
Marathon High School	9	9	0	2	0
Lake Superior High School	0	0	0	8	0
Manitouwadge High School	17	17	0	11	0
Nipigon Red Rock District High School	5	5	0	32	0
Geraldton Composite High School	19	19	0	0	0
SGDSB TOTALS	93	89	4	105	0

F - EDUCATIONAL and OTHER ASSESSMENTS

Purpose and Goals of Individual Assessments

The primary purpose of student assessment and evaluation is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of all classroom activities and when it is used to identify students' strengths and needs to outline the next steps for learning. It should never be an end unto itself, but rather the means through which to improve teaching and learning.

Some students, in spite of accommodations and modifications to their program, experience difficulty meeting academic and/or behavioural expectations of the school environment. Their needs as learners can best be understood and addressed through detailed standardized individual assessment.

Individual assessments will be administered by a range of qualified professionals. The assessment will provide an accurate baseline for tracking future development and academic progress, and provide necessary information for formal identification. Individual assessment include classroom observations and focus on a student's academic skills, cognitive levels, social-adaptive skills and communication skills according to concerns indicated.

In-School Educational Assessments

Educational assessments are conducted by school personnel in accordance with the Education Act, with the consent of the parent in order to determine the student's present level of academic performance and to determine areas of strength and weakness. Although an in-school educational assessment may include standardized tests, such as the WIAT III, administered by teachers with Special Education qualifications, it may also include student information based on the results of one or more of the following:

- Developmental checklists
- Analysis of student work
- Teacher observations and anecdotal comments
- Criterion-referenced tests
- Performance tests

Once the in-school assessment is completed, it is shared with the parent at a school case conference. Recommendations for further testing, in-school modifications and home support are also discussed.

External Assessment services are contracted by qualified professionals as governed by the Health Professions Act 1993 and Health Care Consent Act 1996.

Out-Of-School Referrals - Assessments

The school or the parent may request that additional testing is needed to further identify strengths, weaknesses, cognitive abilities, processing abilities with a view to enhancing program planning. The parent must consent in writing to any out-of-school testing. If the parent consents to an out-of-school assessment, the school will follow the appropriate procedures in relation to the receiving agency's expectations. Generally, the process includes:

Step One: The school gathers information on past history and the present situation. The completed referral form is sent to the appropriate agency along with any assessment data collected during the educational assessment.

Step Two: The out-of-school agency contacts the parents to obtain information and to receive written consent to share the information gathered. The out-of-school agency schedules the assessment times and place.

Step Three: In consultation with the school principal and the parents, the out-of-school agency co-ordinates the post-assessment conference. The parent must give the out-of-school agency permission to share results with the school.

Parental Consent

Parental consent is required for all assessments that do not form part of the regular school program. These assessments include: individual in-school assessments, speech assessments, occupational therapy assessments, behavioral, psychological, psychiatric and intellectual assessments. Medical assessments are usually arranged between the family and the physician.

Other than tests used for educational assessments given by the Special Education Resource Teacher, all other assessments and diagnoses are provided by various support agencies through their employment of qualified professionals. The main support agencies are: Rural Children's Services Partnership, Northwest LHIN, Lakehead Regional Family Center, George Jeffery Treatment Center, DILICO, North of Superior Counseling Programs, Family Physicians and medical specialists.

Consent For Sharing Information - Protection Of Privacy

All information collected during the special education process is protected by the ***Freedom of Information*** legislation. Parents are requested to sign consent for out-of-school referrals and consent for out-of-school agencies to view the OSR and student work. Out-of-school agencies obtain consent from parents for the inclusion of their reports in the student's Ontario Student Record folder. Parents have the option of:

- Not sharing the assessment results;
- Sharing only part of the assessment results; **or**
- Sharing the entire assessment report with the school.

Communication and Diagnosis (per Ministry of Health Regulations)

Parents, in consultation with agency/medical professionals, provide consent for the release of information to the schools. Schools provide consents signed by the parents for referrals to out-of-school agencies.

External Assessments

An external assessor, who is a qualified professional, may be contracted by the board to conduct a more in-depth educational assessment for students who require an assessment for a specific purpose. For example: an updated assessment for entry into a college or university that provides special education supports, for a referral to a provincial or demonstration school, for an assessment that cannot be completed by regional agencies due to the lack of qualified professionals. Only the Director of Education (or designate) has the authority to approve these assessments.

Average Waiting List For Assessments

In School Assessments	-	2 to 3 weeks
The SET and Administration staff at their respective schools would manage this.		
Out of School Assessments	-	3 months to 1 year
SGDSB Educational Assessments	-	3 months to 1 year

This is managed by our System Personnel within our school board and contracted out to a third party Private Professional

Criteria for Waitlist

- Severity
- Mental health implications
- Student ability to attend school
- Access to resources in the community



- Information provided by professionals

Multi-Disciplinary team will make a recommendation based on the above criteria. The Superintendent of Special Education will make the final recommendation.

Flow Charts

The flow charts on the following pages outline the referral process generally followed by the Superior-Greenstone District School Board.

G - REFERRAL and ASSESSMENT PROCEDURES

In-School

Step One: Parent or school personnel identify a difficulty:

- School personnel consider alternate teaching strategies, accommodations, curriculum modifications and document efforts to assist the student

Step Two: If the difficulty continues:

- A written referral for an educational assessment is made to the principal by the parent or school personnel
- Special Education referral form is completed and principal's signature obtained (SE1)

Step Three: An educational assessment is completed:

- Parent/adult student consent in writing must be obtained
- Non-consent is signed, if assessment is denied
- assessment findings are completed and summarized according to the SE2 format

Step Four: School personnel, parents and principal meet to consider the educational assessment and next steps:

- A case conference is held to go over assessment findings
- Case conference minutes are kept (SE3)
- Next steps are determined.
- Required signatures are obtained if Out-of-School assessments are required (SE4)
- Non-consent is obtained, if appropriate

Out-of-School

Step One: The referral to out-of-school personnel shall be arranged by the Principal/Vice-Principal of the school:

- Out-of-school referrals will be completed by school personnel in consultation with the parent/adult student
- Written consent of the parent or adult student must be obtained (SE4)

Step Two:

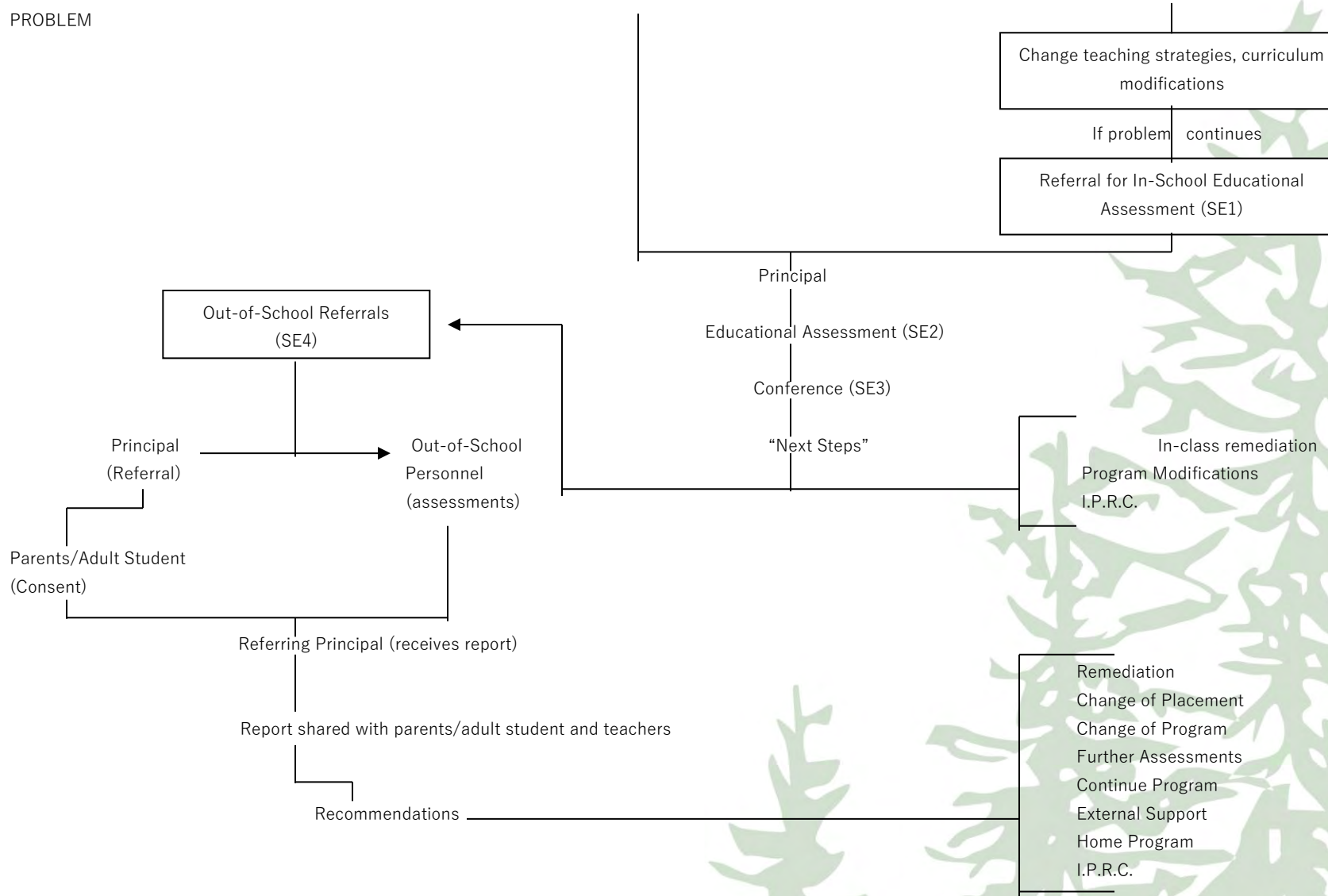
- Reports from the out-of-school referral shall be shared with parents and school personnel in accordance with agency procedures
- Case conference minutes shall be kept and filed in the student's OSR (SE3)

IN-SCHOOL REFERRAL and ASSESSMENT PROCEDURES

IDENTIFICATION OF
PROBLEM

PARENT/ADULT STUDENT

SCHOOL PERSONNEL



H - SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Please refer to Appendix C in this document to view the specialized health support services for students in the Superior-Greenstone District School Board who require these services in the school. Please note that there are still some areas within the board's jurisdiction that do not have these services available.

I - SPECIALIZED HOME INSTRUCTIONAL SUPPORT SERVICES FOR OUT-OF-SCHOOL SETTINGS

For a student unable to attend school due to a medical emergency of such duration that the student's education could be in jeopardy, the student may be eligible for tutoring services at home. In order to receive such services, the Principal of the school must receive a medical certificate from a qualified medical doctor indicating the duration of the expected leave and the reason for absence from school. The Principal will then apply, in writing, to the Director of Education for approval of the services to be offered.

The school register will indicate that the student is on home instruction and receiving educational support at home.

J – MINISTRY OF EDUCATION CATEGORIES and DEFINITIONS

BEHAVIOUR

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- an inability to build or maintain interpersonal relationships;
- excessive fears and anxieties;
- a tendency towards compulsive reactions;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

COMMUNICATION

Autism

A severe learning disorder that is characterized by:

- Disturbances in:
 - Rate of educational development
 - Ability to relate to the environment
 - Mobility
 - Perception, speech, and language
- Lack of the representational symbolic behaviour that precedes language

Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- Involve one or more of the form, content, and function of language in communication; and
- Include one or more of the following:
 - Language delay
 - Dysfluency
 - Voice and articulation development, which may or may not be organically or functionally based

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Results in:
 - (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or

- (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

INTELLECTUAL

Giftedness

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a degree and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development
- c) a limited potential for academic learning, independent social adjustment, and economic self-support

PHYSICAL

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE

Multiple Exceptionalities

A combination of learning and or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments and disabilities.

Note: Identification criteria and observable characteristics for each exceptionality are listed in Appendix D of the Special Education Plan.

Ontario's Approach to Special Education

Principles of Special Education

In accordance with revisions to *The Education Act* and regulations in September 1985, the Province of Ontario legislated some important principles relating to the rights of students:

- Each Ontario school-age student is entitled to access publicly supported education regardless of the student's special needs;
- Students who are exceptional are entitled to special education programs and services suited to their special needs;
- Parents and guardians of students with exceptionalities shall be invited to participate in meetings with respect to the identification, placement and review of such students.

Universal access to education is fundamental to our society. Special education programs are designed to ensure access by students with exceptionalities to an education on the goals of education for all students.

The needs of an individual exceptional student are determined by an Identification, Placement and Review Committee (IPRC) of the Board. Five broad areas of exceptionality – behaviour, communication, intellectual, physical and multiple – provide a preliminary understanding of the range of differences for which provisions must be made.

Special Education Programs in the Superior-Greenstone District School Board

The Superior-Greenstone District School Board provides a range of placement options to meet the needs of the students. The Board procedures support, and are consistent with, Regulation 181/98 section 17(1) regarding IPRC placement. Ministry categories of exceptionalities and definitions are used by the IPRC when making a decision as to whether a student is exceptional and where the placement should be. Placement decisions take into consideration parental and student preference. Information regarding the student's abilities, achievement, needs, strengths and interests is considered during decision making. The criteria used by the Board to determine the level of student support, and/or the change of placement are the needs of the student that are stated in professional assessments and parental consent.

The admission process to special education placement options is the IPRC process. When making placement recommendations, the first option considered is integration into the regular classroom with indirect support when the placement meets the student's needs and is consistent with parent preferences.

SEAC meets monthly to discuss and make recommendations to the board regarding matters affecting the establishment, development and delivery of special education programs and services for students with exceptionalities. The committee participates in the annual review of the Special Education Plan, takes part in the annual budget process and reviews financial statements that relate to special education. They are integral in determining the range of placement options offered by the Board.

All placement options listed below for each category of exceptionality are applicable for student in both the elementary and secondary panels.

Category of Exceptionality – Placement Options

BEHAVIOUR

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance



Determination of need to the above program is a diagnosis by a psychologist or paediatrician of a behaviour disorder.

COMMUNICATION

Autism

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students receive programming and instruction to develop social skills, communication skills, self-help skills, behaviour regulations skills.

Determination of need to the above program is a diagnosis of one of the categories in the P.D.D. spectrum.

Deaf and Hard of Hearing

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Determination of need for the above program is an assessment by an audiologist.

Language and Speech Impairment

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Support for programming is provided by a speech pathologist. If a student has severe articulation difficulties, a SLP from GJCC will deliver a speech intervention program for students in SK and up. Students with severe articulation difficulties in JK will receive speech intervention through the Children's Center Thunder Bay.

Determination of need for the above programs is an assessment and recommendation by a speech pathologist.

Learning Disability

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students may be withdrawn for skill development in the areas of self-advocacy, behaviour, social skills, use of technology and academics.

Determination of need for the above program is a diagnosis of a learning disability by a psychologist along with assessment records and reports.

INTELLECTUAL

Gifted

- Regular classroom with indirect support

Students are provided with program development by the classroom teacher and/or SET.

The student's classroom-based programming will be varied and flexible and differentiated curriculum opportunities will be considered. The following characterize programming for a student who is gifted:

- It is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;

- It provides opportunities for students to interact socially and academically with both age peers and peers of similar abilities when able;
- It incorporates adaptations and/or extensions to content, process, product, pacing and learning environment; and
- May include accelerating/independent studies/compacting some or all of the student's program.

Mild Intellectual/Developmental Disability

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students may be withdrawn for skill development in life skills, social skills, communication skills, behaviour and academics.

Determination of need for the above program is through an assessment of the student's intellectual ability and adaptive functioning and diagnosis by a psychologist or physician.

PHYSICAL DISABILITY

Physical Disability

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students may be withdrawn for skill development to address individual needs.

Determination of need for the above program is through a diagnosis of medical criteria and assessment records/reports by a physician.

Blind and Low Vision

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students are provided with support from Teachers of the Blind. They may be withdrawn for skill development to address individual needs, e.g. Braille, mobility, etc.

Determination of need for the above program is through a diagnosis of medical criteria and assessment records/reports.

MULTIPLE

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students may be withdrawn for skill development to address individual needs.

Determination of need for the above program is through a diagnosis of medical criteria and/or criteria for diagnosis of another exceptionality and assessment records/reports.

If alternatives to the above placement options are necessary, this would be determined during the IPRC process, in conjunction with the parents. If the Board cannot offer the required program, it will look to purchase services from another Board. Parents also have the option of enrolling their child in a Provincial School if their criteria and met. Parents are informed of alternative placements to the SGDSB placements through case conferences.

L - INDIVIDUAL EDUCATION PLANS (IEP's)

Compliance

The Superior-Greenstone District School Board uses the Ministry of Education IEP template. A sample is included in the Appendices.

On-going Review Plan for IEP's

The on-going plan for the implementation of the IEP standards includes:

- a) review of expectations/document with the school administrators in August/September;
- b) establishment of deadline dates for completion on a board wide basis;
- c) school visits by assigned personnel to review progress and provide in-service as required;
- d) submissions to the Ministry as part of the provincial audit of IEP's;
- e) respond to board results in the *Annual Review of Special Education Programs and Services* as a result of the provincial audits.

A formal audit was conducted by the Ministry Regional Internal Auditor for the Ontario Northwest Region in February 2013.

Internal Auditing

SGDSB has developed an internal audit process for IEP's which include school based audits to be completed twice per year as well as system audits that are ongoing. Specific audit criteria has been established based on the external audit report.

Dispute Resolution

Where parents and board staff disagree on **significant** aspects of the IEP, the following steps will be employed:

Resolution at the School Level

- The principal will hold a case conference to identify the specific issues and attempt to resolve the issues (reference to provincial standards for the exceptionality should be considered)
- System resource personnel may be asked to attend
- Out-of-school personnel with expertise in the area of the exceptionality will be asked to attend the case conference

*Failing resolution at the school level, the Superintendent of Education will chair a system conference in order to resolve the issue. Resource persons from outside of the board's jurisdiction may be asked to attend.

M – PROVINCIAL and DEMONSTRATION SCHOOLS

The names, addresses and phone numbers for these schools are found in the Appendix E of this document and are listed in the Superior-Greenstone District School Board Special Education Pamphlets.

Currently there are no Superior-Greenstone District School Board students who are attending Provincial and Demonstration Schools.



N – SPECIAL EDUCATION STAFF

The hired personnel responsible for special education programs and services within the Superior-Greenstone District School Board include:

- Teachers for in-class programs
- Special Education Teachers (SET) for indirect, in-class and resource withdrawal program support and as facilitators
- Educational Assistants – determined on a yearly basis
- Teachers of the blind and visually impaired
- Positive Behaviour Support Lead
- Board Special Education Lead

See Appendix G for full time equivalents (FTEs) and staff qualifications for the elementary and secondary panels.

O - STAFF DEVELOPMENT PLAN

The overall goal of the special education development plan is to provide the training and professional growth necessary in order for staff to:

- a) be compliant with Ministry of Education expectations
- b) ensure consistency with regard to the delivery of special education programs and services throughout the Superior-Greenstone District School Board.
- c) deliver appropriate special education programs to students based on the needs of the students and within the characteristics of the learning exceptionality
- d) access opportunities for personal professional growth.

In order to achieve these goals, each year, monies in the system special education budget, school budgets and through regional/provincial initiatives is identified for professional development for all staff members.

The determination of professional development needs is made at various levels; however, the system resource person has the main responsibility for planning, organizing and recommending professional development activities at the system level as follows:

- a) Senior Administrators are involved in the review of system needs through the Leadership Forum meetings with administrators and through input from the System Special Education Resource Personnel.
- b) System Resource Personnel identify needs based on consultations with school administrators, SET, teachers and educational assistants. They also identify needs stemming from Ministry initiatives in consultation with Senior Administrators.
- c) Staff members also self-identify needs to their school administrator.

Calendar of Professional Development

The Ministry of Education can direct that professional development days during the school year must have a special education focus. The focus of each professional development day is determined by:

- a) Ministry directives

OR

- b) System needs. Examples of professional development initiatives include, but are not limited to, the following:
 - Training on Ministry resource document - IEP Guidelines
 - Training on administration of tests and assessment practices
 - Protocols for working with out-of-school agencies
 - Focus on specific exceptionalities - autism, deaf,
 - Writing performance tasks for IEPs
 - Learning For All Modules
 - Human Rights Case Studies

Classroom teachers may self-identify their special education professional development needs to the school principal. System discussions with union groups occur yearly in order to determine learning throughout the year for professional activity days. The school principal will try to incorporate in-school needs through:

- a) Sessions presented by the Special Education Teacher
- b) Presentations by other professionals or system personnel at staff meetings
- c) Attendance at area workshops or conferences
- d) Visitations to other schools or
- e) Use of internal mechanisms such as job-shadowing

Educational assistants may self-identify their professional development needs to the school administrator. The administrator will try to facilitate opportunities similar to those identified for classroom teachers. In addition,

system opportunities for professional development will also be considered where there is a “group need” for training. Such training would take place on a system professional activity day.

Special Education Advisory Committee (S.E.A.C.) members also have a small component of their monthly meeting devoted to professional development and input with regard to on-going professional development for staff. The system resource personnel or professionals from other agencies provide the in-service training for SEAC members. SEAC members are welcome to participate in all board, and where appropriate all Ministry of Education professional development sessions.

EA Money Allocated Professional Learning

- \$14,000
 - BMS Training & Re-certification
 - Workplace Violence Training
 - ABLLS Training
 - ABA Training

SET Money Allocated Professional Learning

- \$ 30,000
 - Executive Functioning
 - Knowing the Learner
 - Ages & Stages
 - Hot Topics in Special Education
 - Assistive Technology
 - WFAS Training
 - BMST Training
 - ABA Training

P – NEW EQUIPMENT

The board will determine whether a student requires individualized equipment based on assessment by qualified professionals:

- Medical Practicioners
- Audiologists
- Psychologists
- Augmentative communication
- Speech language pathologists
- Provincial Schools
 - Deaf, deaf-blind
 - Hard of hearing
 - LD
 - ADHD
- NWLHIN
- Occupational/Physical Therapists
- Special Equipment Amount guidelines

SEA provides monies to boards to assist with the costs of equipment recommended and deemed essential in supporting students with special education needs, where the need for specific equipment is recommended or determined by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

There are two components to SEA funding:

- a) SEA per Pupil Amount for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special needs, as well as all training and technician costs for the equipment
- b) SEA Claims-Based funding for other non-computer based equipment to be utilized by students with special needs including sensory support, hearing support, vision support, personal care support and physical assists support equipment which will cover the cost of an individual student's equipment needs in excess of \$800.00 in the year of purchase. Boards are responsible for the first \$800.00 in cost for any student per year.

Examples of SEA equipment are:

- Computer hardware/software
- Tablet technology
- Speech analyzers
- FM systems
- Print enlargers for student with low vision
- Braille writers
- Positioning devices for sitting, standing and lying down
- Communication aids (e.g. Boardmaker, speech synthesizer)
- Insulated booth and study carrels
- Individually modified desks or work tables

The SEA application is submitted to the system special education resource personel with all required documentation for review and approval.

Principals identify equipment needs to system resource personel for budget consideration.

Q – ACCESSIBILITY OF SCHOOL BUILDINGS

Under the School Renewal Program, all aspects of schools within the Superior-Greenstone District School Board undergo a careful and ongoing assessment of all physical needs. This is accomplished annually during the preparation of the Budget for the next operational year. Accessibility is one of the factors considered and a collaborative system team travels to all sites to learn and make recommendations for accessibility.

Consultations take place involving Principals, Head Maintenance Working Foremen, the Manager of Plant Services and the Maintenance Lead, Special Education Lead and site inspections are carried out. Where a higher level of expertise is required during the needs assessment process, the Plant Services Department engages the services of the Architects, Engineers and other consultants as needed.

Buildings and grounds targeted for accessibility upgrade in the multi-year capital plan (5-year Capital plan) have their needs estimated, prioritised and placed into the plan within the appropriate year(s). Funding is provided under the School Renewal Grant Program. Smaller projects are frequently handled through the normal maintenance budget and work order system.

The following table highlights the current budget year projects, in the 5-Year Capital Plan, which have an element of improved accessibility.

School	Projects
Manitouwadge PS	Special Education Resource Room
Terrace Bay PS	Sensory Room
Margaret Twomey PS	Planning process for special needs learning environments.
Marathon HS	Special Education Resource Room Renovation
GCHS/BA Parker	Student Success planning
Marjorie Mills	Special Education Resource Room

Overall, the process has been meeting the needs of students and staff, provided funding is available. Every time a project is undertaken, accessibility is kept in mind by the Plant Department to ensure that opportunities to improve are not missed when other work is carried out.

Members of the public may access copies of the complete Multi-Year Capital Expenditure Plan by making a written request to the Director of Education at 12 Hemlo Drive, Marathon, Ontario, P0T 2E0.

R – TRANSPORTATION FOR SPECIAL NEEDS

The Board Transportation Policy states as follows:

Special transportation may be provided for students with exceptionalities upon approval of the Director in consultation with the required Board personnel. The policy is silent on special education except for the previous statement which provides flexibility in how or if we provide service. Special education transportation is examined on a case-by-case basis depending on the needs of the student. The majority of special needs students are integrated into the regular bussing system, with door-to-door service if it is necessary.

The Principal of the school at which the student with special needs is enrolled and who requires special transportation, will contact the Director, or designate and the Transportation Officer and will discuss the special transportation requirements of the student.

Currently, students with special transportation needs can be accommodated as follows:

- Regular home-to-school buses
- Handicap buses – wheelchair accessible busses are used where mobility is an issue and where there is a wheel-chair provider
- Where needs dictate, the Board may use attendants who ride along to assist the driver with loading, unloading and care giving during transport
- Taxi and other commercial vehicles may also be used

It is noted that the board has limited financial and transportation resources for students who are unable to utilize the regular system.

Tendering for services and selection of operators is based on the operator meeting all Acts and Regulations relevant to the service provider. This may include Highway Traffic Act, Education Act, OH & S Act, and all other relevant acts. Terms of the contracts include other Board requirements as well.

Students who attend the W. Ross McDonald School (Provincial) are transported from hometown to Thunder Bay. The trip includes; taxi, air, charter shuttle with attendant. The students take this trip twice every weekend, because the provincial school residence is closed to them on weekends.

The Board does not provide summer school so no transportation for special needs students is required. The Board also does not have students who are in education programs in Care, Treatment and Correctional facilities.

S – SPECIAL EDUCATION ADVISORY COMMITTEE - S.E.A.C.

Each Board in the Province of Ontario is required to establish a Special Education Advisory Committee (SEAC) as defined in Ontario Regulation 464/97 made under the Education Act, Special Education Advisory Committees.

REGULATION 464/97 SEPCIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Membership

Each district school board **shall** establish a SEAC that **shall** consist of:

- **1 representative** from each local association that operates locally within the area of the jurisdiction of the Board
 - No more than 12
 - Nominated by the local association
 - Appointed by the Board

Where no local association or associations have been established, instead of the above, the Board **shall** appoint two members who are not members of the Board.

- **2 members** of the Board, appointed from their own members
- **1 person to represent the interest of First Nations or native students**, nominated by the councils of the bands, and nominated by the Board

Alternates

- All of the above are to have alternates, nominated and appointed under the same rules as the members

Each district school board **may** have:

- **1 or more members** who are neither representatives of a local association nor members of the Board or another committee of the Board

Qualifications for Members and Alternates

- The person is qualified to vote for members of the Board and is a resident of its area of jurisdiction (does not apply to native representation)
- The person may not be employed by the Board

Term of Office

- SEAC members shall hold office during the term of the Board and until a new board is organized

Vacancies

- When the Board appoints a person to fill a vacancy, the Board must ensure that the person is qualified

Disqualifications

A SEAC member is disqualified if he/she:

- Is convicted of an indictable offence (shall not fill until appeal time has elapsed or appeal has been heard, if quashed no vacancy)
- Absent without being authorized by resolution entered in the minutes from 3 consecutive regular meetings of the committee
- Ceases to hold the qualifications to be appointed to the committee

Duties of Committee

- The SEAC may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board

Working Conditions

- A majority of the members of the committee is a quorum
- A vote of the majority of members present bind the committee
- Every member (or alternate if sitting for member) has a vote
- At first meeting, members shall elect a chair and a vice-chair from among their members
- Vice-chair acts for chair in absence
- If chair and vice-chair are absent then the members present elect a chair for that meeting
- Chair may vote with the members of committee on any motion
- Any motion on which there is equality of votes is lost
- The committee shall meet, at least, 10 times per year
- Where members cannot attend a meeting, they are to inform their alternate if they have one
- Where an alternate attends in place of the appointed member, he/she acts in the member's place

Board Responsibilities to the SEAC

The Board shall:

- Make available the personnel and facilities that the Board considers necessary for the proper functioning of the committee
- Include personnel necessary to permit the use of electronic means for holding meetings
- Provide members and alternates with information and orientation respecting
 - i. Roles of committee and of Board re: Special Education
 - ii. Ministry and Board policy relating to Special Education
- Ensure that the committee has an opportunity to be heard before the Board/Committee to which the recommendation is referred
- Ensure that an opportunity for SEAC to participate in the Annual Special Education Review is available
- Ensure that an opportunity for SEAC to participate in the Board's budget process in Special Education is available
- Ensure that an opportunity for SEAC to review the Boards' Special Education financial statements, is available

Note: Names, addresses, meeting dates, activities etc. can be found in Appendix F

Function

As advocates for students with exceptionalities in the Superior-Greenstone District School Board, members of SEAC work co-operatively with Board staff to effect constructive change for students with exceptionalities. Through a collaborative effort, members work as a team to develop a shared focus to represent the needs of all students with exceptionalities.

Acting in an advisory capacity, SEAC reports and makes recommendations to the school board relative to any matter affecting the establishment or development of special education programs and services for students with exceptionalities.

Members of SEAC also facilitate effective communication between their association members and the school board. By acquiring and maintaining a working knowledge of special education programs and services provided by the Superior-Greenstone District School Board, members inform their associations of the activities of SEAC and the Board.

The Superior-Greenstone District School Board SEAC plays a vital role in ensuring that students with exceptionalities receive appropriate education services. The ultimate goal of this committee is to improve the educational opportunities for all students with exceptionalities.

Selection of SEAC Members

The Board advertises in the local newspaper for persons interested in sitting on the SEAC to apply to the Board in writing. The Board determines the member's eligibility and the agencies and affiliations that they represent.

Communication

Parental input is received through association reports that are a consistent agenda item for each SEAC meeting. Letters for SEAC are received at the Board Office.

Meetings

All SEAC meetings are open to parents and the general public at four video conferencing sites. Parents are able to present ideas and concerns to the SEAC upon request.

T - CO-ORDINATION of SERVICES WITH OTHER MINISTRIES or AGENCIES

A) For Students Enrolling in a School for the First Time

Within the Superior-Greenstone District School Board, Kindergarten registration season begins in January in order to prepare for the upcoming school year. It is at this time that an entry plan for a student with special needs is started. Following the formal enrolment procedure, a case conference, convened by the school principal, is held (usually in May or June) with representatives from other agencies that have been involved with the student and the parents. Agencies that are most frequently involved within the Superior-Greenstone District School Board include: North West Local Health Integration Network, Public Health, Lakehead Regional Family Center, Rural Children's Services Partnership, George Jeffery Treatment Center, Dilico and the Association for Community Living. Student needs are identified and concerns discussed. An action plan is started. It is expected that all parties outline the services that they can provide in order to assist the child in his/her transition to school.

In addition, for all students who require it, a pre-school screening tool (Ages & Stages) is also used. Students who are determined to be "at risk" are identified and recommendations made for follow-up in order for the child to receive assistance/attention prior to beginning school in the fall.

B) For Students Arriving from Other Boards or Programs

In most cases, students arrive at the school with their parents or agency representative to enroll at the school. Rarely is prior information received. The principal receives information either verbally or receives photocopies of reports or assessments that may be available from the parent or agency representative. The principal will then discuss the need to receive more information and time to set up supports, transportation or a formal case conference prior to the student officially starting school. A transition plan will be created as well as any other plans as per need. This practice generally occurs only in the case of students identified with "high needs" and not for students who require in-class or special education resource support.

The principal immediately requests that the student's Ontario Student Record be delivered to the school. Once the OSR is received, the principal and SET review the information in the documentation file. Other persons needing to review the information are identified and the pertinent information is shared. Transition to school plans will then be created.

Assessment reports are reviewed. Generally, the Superior-Greenstone District School Board accepts assessments from other programs so long as they are current and have been approved by the appropriate professional. Request for new or updated out-of-school assessments can take from three months to one year (average) to complete.

If another school board has previously identified the student, an in-school IPRC is held to determine if the Superior-Greenstone District School Board will uphold the student's identification and placement. Generally, identifications do not come into question, but the types of placements available may not be as extensive as in the previous board.

C) For Students Leaving the Board

The principal, in consultation with senior administration, has the main responsibility for coordinating all activities relating to students who may be leaving the board to attend programs offered by other school boards, provincial schools, care, treatment, and correctional facilities.

In the secondary panel, the guidance teacher and SET are responsible for coordinating the transition plan for a student with special needs from high school to a post-secondary program or to the world of work.

Agencies that are usually involved in this planning include:

Association for Community Living
Noth West Local Health Integration Network
Ministry of Community and Social Services
Rural Children's Services Partnership
Ministry of Health
George Jeffery Treatment Center
Lakehead Regional Family Center
Family and Children's Services
Luthern Community Care Centre

U – SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN

The Superior-Greenstone District School Board Plan for Special Education is available to the public as follows:

- A copy can be accessed on the board website
- If the Board website cannot be accessed, a copy of the Plan can be requested from the Board Office in Marathon (contact the Superintendent of Education) or from one of the schools in the Board

Principals are required to communicate the availability of the plan in a variety of ways. These may include:

- In school handbooks, newsletters, or other school mailings
- On school posters or displays at Open House or kindergarten registration
- During School Council meetings and in School Council Minutes
- On school websites
- Through invitations to stakeholders at community forums

Appendix A**ROLES and RESPONSIBILITIES in SPECIAL EDUCATION**

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework
- Funding
- School system management
- Programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
- Requires school boards to report on their expenditures for special education
- Sets province-wide standards for curriculum and reporting of achievement
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry
- Requires school boards to establish Special Education Advisory Committees (SEAC)
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- Establishes a provincial Advisory Council on special Education to advise the Minister of Education on matters related to special education programs and services
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The District School Board or School Authority

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- Obtains the appropriate funding and reports on the expenditures for special education
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- Reviews the plan annually and submits amendments to the Ministry of Education
- Provides statistical reports to the ministry as required and as requested
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures
- Establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them
- Establishes a Special Education Advisory Committee
- Provides professional development to staff on special education

Trustees

The Trustees will take part in the following activities in regard to special education:

- Approve policy statements articulating special education philosophy and goals
- Ensure that each school has adequate, qualified staff to provide educational programs for students with exceptionalities
- Allocate necessary funds for the provision of special education programs and services
- Establish the Special Education Advisory Committee (S.E.A.C.)
- Receive the recommendations from the Special Education Advisory Committee through the director

The Special Education Advisory Committee

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- Participates in the board's annual review of its special education plan
- Participates in the board's annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education
- Provides information to parents, as requested

Director of Education (or Designate)

The Director shall be responsible for the following activities in regard to special education:

- The establishment and on-going review of special education programs and services as directed by the Board and the Ministry of Education
- Receiving and disseminating all correspondence from the Ministry of Education
- Ensuring that an Annual Review in special education is conducted and that recommendations are prepared for Board approval
- Chairing a system I.P.R.C. which requires special consideration
- Ensuring compliance with The Education Act and the Regulations made there under
- Developing an annual budget in special education with regard to staffing, resources, professional development and transportation
- Authorizing, in writing, and in advance, all specialized assessments of individual pupils that will be a cost to the board

Special Education Lead

The Special Education Lead shall be responsible for the following special education activities:

- Receive and act upon any correspondence received from the Director or designate
- Be a liaison with other boards and agencies
- Act as a resource to SEAC
- Assist principals and special education teachers in organizing the delivery of special education programs and services based on established policies and procedures
- If required, attend initial Identification, Placement and Review Committee meetings and de-identification meetings via teleconference
- Organize system special education meetings for SET teachers, as required
- Order system special education resources as required
- Co-ordinate the use of external resources
- Provide input to the annual Special Education Review and revisions to the Board's Special Education Plan
- Co-ordinate the development and revisions of system special education documents
- Organize system professional development for staff in special education
- Provide input into the preparation of the annual special education budget
- Receive and co-ordinate all external assessments which the board is purchasing
- Process and approve all SEA claims
- Attend all new IPRC's

Mental Health Lead

The Mental Health Lead will be responsible for the following:

- Liaise with other Board committees, Ministry of Education departments (e.g. School Mental Health ASSIST), and the community agencies on behalf of Special Education team



- Facilitate “leading Mentally Healthy Schools” within the Board and team to enhance the well-being of all of our students and promote inclusion
- Increase mental health literacy, enhance staff ability to recognize early signs of behavioural-emotional problems, select and support appropriate strategies, and help students and families access needed services
- Delivery, facilitation, and coordination of training modules to support the “Supporting Minds” resource developed by the Ministry of Education in consultation with School Based Mental Health ASSIST
- Delivery, facilitation, and coordination of other training relative to mental health to build capacity of principals, the team, and teachers relative to mental health
- Work with Board and team to incorporate whole school and class-based strategies to build emotional self-regulation and foster resilience (e.g. Second Step, mindfulness, etc.)
- Serve as resourced for SEAC and special education team on evidence based mental health interventions and educational strategies for students with special education needs who may be experiencing persistent or episodic mental health issues
- Work with special education lead, positive behaviour support lead, teacher diagnostician, principals, SETs, and others in the provision of an individualized support plan for students with presenting mental health issues that address triggers, signs of escalation, supportive strategies, and accommodations
- Support and develop evidence informed, strength based perspectives and positive youth development that focus upon the identification, exploration and use of strengths to move learning forward and enhance fortifying relationships in the school setting
- Work with the team on quality improvement initiatives based on the results of Tell Them from Me Surveys and other board and school based feedback mechanisms

Positive Behaviour Support Lead

The Positive Behaviour Support Lead, under the supervision of the Special Education Lead, shall be responsible for the following special education activities:

- Provide support to schools to ensure that directives in PPM 140 are carried out with respect to incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD)
- Provide training/coaching to school staff on ABA instructional approaches
- Provide leadership and support for schools in the area of behavioural programming for ASD students
- Assist administrators, SETs, classroom teachers and education assistants with program planning and implementation for behavioural issues with ASD students, including alternative learning opportunities
- Collaborate and coordinate services with community partners in providing support for ASD students, families and schools
- Resource to SEAC (Special Education Advisory Committee) when requested
- Other duties as assigned by the supervisor

Identification, Placement and Review Committee Chairperson

The duties of the chairperson shall be:

- prior to an I.P.R.C., to be familiar with the general procedures for I.P.R.C.'s as outlined in the Board's Special Education Plan
- At the meeting:
 - To introduce all participants at the meeting
 - To explain the purpose, process and procedures to the parent/guardian and/or adult student
 - To make sure that all documents have been signed
 - To explain the legal rights to the parent/guardian and/or adult student
- To conduct the meeting in a formal, but friendly manner and yet ensure that all legal requirements have been fulfilled

Principal

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
- Communicates Ministry of Education and school board expectations to staff
- Ensures that appropriately qualified staff are assigned to teach special education classes
- Communicates board policies and procedures about special education to staff, students and parents
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
- Consults with parents and with school board staff to determine the most appropriate program for exceptional pupils
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained

The Teacher

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- Follows board policies and procedures regarding special education
- Maintains up-to-date knowledge of special education practices
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP
- Communicates the student's progress to parents
- Works with other school board staff to review and update the student's IEP

Special Education Teacher (S.E.T.)

(in addition to the responsibilities listed above under "The Teacher")

- Holds qualifications, in accordance with Regulation 298, to teach special education
- Monitors the student's progress with reference to the IEP and modifies the program as necessary
- Assists in providing educational assessments for exceptional pupils

Guidance Services - (Secondary Panel)

Guidance personnel, when necessary, will take part in the following activities in regard to special education:

- Work closely with the special education teacher in meeting the needs of the identified students
- Make written referrals for special education services to the principal
- Participate in school conferences as requested
- Provide guidance services for students as determined at a conference or an I.P.R.C.
- Attend Identification, Placement and Review Committee meetings as requested
- Refer new student OSR's containing special education documentation to the special education teacher

Educational Assistant

Within the Superior-Greenstone District School Board, it is understood that the classroom/subject teacher is responsible for all identified students enrolled in the class.

Where an educational assistant is in place, the assistant may be assigned the following activities in regard to special education under the supervision of the classroom/subject teacher or principal:

- Attend to the physical needs of students by lifting, feeding, toileting (for example diapering, catheterisation) providing maintenance therapy and promoting good personal hygiene
- Attend to other health related needs
- Provide assistance to students individually or in small groups through the implementation of educational programs directed by the teacher
- Contribute to educational plans by providing input to the teacher in designing the program
- Assist teachers in student evaluation through observation, recording and/or data collection
- Maintain a daily journal for school use
- Ensure a safe environment through supervision of students during arrivals and departures, recesses, lunches and in the classroom
- Contribute to daily lessons, activities and programs by assisting the teacher in ensuring the availability of learning materials and equipment
- Support and provide a positive environment for student integration through effective communication and involvement with other staff members and students
- Carry out scheduling changes that develop as a result of the changing needs of the students and/or staff
- Ensure ongoing personal growth through participation in system professional development and in-service training
- Ensure that any communication with parent happens only with the approval of the teacher or principal
- Maintain a code of ethics with regard to staff and students

The Parent/Guardian

- Becomes familiar with, and informed about board policies and procedures in areas that affect the child
- Participates in IPRC's, parent-teacher conferences, and other relevant school activities
- Participates in the development of the IEP
- Becomes acquainted with the school staff working with the student
- Supports the student at home
- Works with the school principal and teachers to solve problems
- Is responsible for the student's attendance at school

The Student

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- Complies with board policies and procedures
- Participates in IPRC's, parent-teacher conferences, and other activities, as appropriate

What are the Ministry's Provincial and Demonstration Schools?

The ministry operates Provincial and Demonstration Schools throughout Ontario for the deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Amethyst School
1090 Highbury Avenue
London, ON N5Z 4V9
Telephone: (519) 453-4408

Sagonaska School
350 Dundas Street West
Belleville, ON K8P 1B2
Telephone: (613) 967-2830

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
Telephone: (905) 878-8428

Schools for the deaf:

Earnest C. Drury School
255 Ontario Street South
Milton, ON L9T 2M5
Telephone: (905) 878-7195
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
P.O. Box 7360, Station "E"
London, ON N5Y 4V9
Telephone and TTY: (519) 453-4400

Sir James Whitney School
350 Dundas Street West
Belleville, ON K8P 1B2
Telephone and TTY: (613) 967-2823

School for the blind and deaf:

W. Ross Macdonald School
350 Brant Avenue
Bramford, ON N3T 3J9
Telephone: (519) 759-0730

French-language school for the deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z6R8
Telephone: (613) 761-9304

Where can parents obtain additional information?

Additional information can be obtained from:
Superintendent of Education; Superior-Greenstone District School Board, Marathon, ON (807) 229-0436;
or one of the following school principals:

B.A. Parker Public School	854-1683
Beardmore Public School	875-2128
Dorion Public School	857-2313
George O'Neill Public School	887-2107
Manitouwadge Public School	826-4011
Margaret Twomey Public School	229-3050
Marjorie Mills Public School	876-2366
Nakina Public School	329-5356
Red Rock Public School	886-2253
Schreiber Public School	824-2082
Terrace Bay Public School	825-3253
Geraldton Composite High School	854-0130
Lake Superior High School	825-3271
Manitouwadge High School	826-3241
Marathon High School	229-1800
Nipigon-Red Rock District High School	886-2201

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



PARENTS' GUIDE TO SPECIAL EDUCATION, APPEALS, SUPPORT ORGANIZATIONS, AND BOARD CONTACTS

APPEALS

From time to time parents disagree with the identification or placement of their child. In order to appeal either the identification or placement of a child, a specific process has been developed. This process is outlined below. Please note that that request must be received in writing and timelines need to be followed.

What can parents do if they disagree with the IPRC decision?

If you *do not agree* with either the identification or the placement decision made by the IPRC, you may, within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or within 30 days of receipt of the decision, file a notice of appeal with Superior-Greenstone District School Board, Marathon, ON (807) 229-0436.

If you *do not agree* with the decision after the second meeting, you may file a notice of appeal within 15 days of receipt of the decision (see Appeals).

If you do not consent to the IPRC decision, but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

APPEAL PROCESS

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described in the IPRC pamphlet, give written notification of your intention to appeal the decision to the Director of Education; P.O. Bag A, 12 Hemlo Drive, Marathon, Ontario, P0T 2E0.

The notice of appeal must indicate the decision with which you disagree; and include a statement that sets out your reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's ending. It may: agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the board about your child's identification or placement or both.
- The appeal board will report its recommendation in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board or you may appeal to a Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

SGDSB PROGRAMS

What special education programs and services are provided by the board?

Due to the large geographic area covered by the board and the wide variance in the number of identified students in each of the exceptionalities, the board does not offer self-contained special education classes. Instead, the board supports a model of integration within the regular classroom as the primary placement for students. This placement may be supported by resource assistance to the classroom teacher for program modifications and accommodations. The SERT may also provide resource assistance directly to the student on an "as required" basis. Special Education assistants also support this model.

If, after providing a student with various supports to access the educational system, it is determined by the board that the student's needs are so great that he/she requires a special education placement outside of the board's jurisdiction, the board will investigate its ability to purchase a program from another board or to refer the student to one of the Provincial Demonstration Schools.

SUPPORT ORGANIZATIONS

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. Locally, the following organizations are eligible for membership on the board's Special Education Advisory Committee (SEAC):

- Association for Community Living- Nipigon District Office
- Easter Seals – Thunder Bay District Office

Provincial organizations:

- Association for Bright Children
- Learning Disabilities Association of Ontario
- Geneva Center for Autism

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting;
- The IPRC will review all available information about your child. The members will:
 - consider an educational assessment of your child;
 - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
 - interview your child; with your consent if your child is less than 16 years of age; if they feel it would be useful to do so; and
 - consider any information that you submit about your child or that your child submits if he or she is 16 years or older.
- The committee may discuss any proposal that has been made about a special education program or special education service for the child. Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preferences

If the committee decides that your child should be placed in a special education class; it must state the reasons for that decision in its written statement of decision.

What will the IPRC written statement of decision include?

The IPRC written statement of decision will state:

- whether the IPRC has identified your child as exceptional;
- where the IPRC has identified your child as exceptional
- the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
- the IPRC description of your child's strengths and needs;
- the IPRC placement decision; and
- the IPRC recommendations regarding a special education program and special education services;
- where the IPRC has decided that your child should be placed in a special education class, and the reasons for that decision.

What happens after the IPRC has made its decision?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified your child as an exceptional pupil and if you agree with the IPRC identification and placement decisions, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Once a child has been placed in a special education program, can the placement be reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?

If you do not agree with either the identification or the placement decision made by the IPRC, you may within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or within 30 days of receipt of the decision, file a notice of appeal with Superior-Greenstone District School Board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of receipt of the decision (see Appeals).

If you do not consent to the IPRC decisions but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

Notes:

1. If you wish to receive this parents' guide in Braille, large print, or audiocassette format, please contact the board at the address listed below or telephone number shown on the last page of this guide.
2. When used in this guide, the word "parent" includes guardian.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



THE PARENTS' GUIDE TO SPECIAL EDUCATION

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this Parents' Guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board's list of contacts at the end of the document.

What is an IPRC?

Regulation 181/98 requires that all school boards set up IPRC. An IPRC is composed of at least 3 people, one of whom must be a principal or a supervisory officer of the board.

Initial IPRC is usually comprised of:

- Principal
- System Resource Personnel
- SERT

For IPRC reviews:

- Principal
- SERT
- Classroom teacher

What is the role of the IPRC?

The IPRC will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide on an appropriate placement for your child within the SGDSB: regular class; regular class with RW assistance to classroom teacher and/or students.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioral, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What is a special education program?

A special education program is an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and

- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are special education services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is an IEP?

The IEP must be developed for your child, in consultation with you. It must include:

- Specific educational expectations;
- An outline of the special education programs and services that will be received;
- A statement about the methods by which your child's progress will be reviewed; and
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post secondary school activities, such as work, further education or community living.

The IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

How is an IPRC meeting requested?

The principal of your child's school:

- Must request an IPRC meeting for your child, upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC meeting when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- To be present at and participate in all committee discussions about your child; and
- To be present when the committee's identification and placement decision is made.

Regular Board Agenda June 17, 2019 Page 75 of 157 Who else may attend an IPRC meeting?

- The principal of your child's school;
- Other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- Your representative – that is, a person who may support you or speak on behalf of you or your child; and
- An interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school.)

Who may request that they attend?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

What if parents are unable to make the initial meeting?

If you are unable to make the initial meeting, you may:

- Contact the school principal to arrange an alternative date or time;
- For an IPRC review meeting, let the school principal know if you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC written statement of decision noting the decision of identification and placement and may recommendation regarding special education programs and services.

Web Sites	
Organization	Address
211OntarioNorth.ca	www.OntarioNorth.ca
Assistive Devices Program	www.health.gov.on.ca/english/public/program/adp/adp_mn.html
Child & Community Resources	www.childcare.on.ca
Community Living Ontario	www.communitylivingontario.ca
Easter Seal Society	www.easterseals.org
Hospital for Sick Children	www.sickkids.ca
Independent Learning Centre	www.ilc-cei.com
Kinna-Aweya Legal Clinic	www.kalc.ca
Kids Help Phone	www.kidshelpphone.ca
Learning Disabilities Association of Ontario	www.ldao.ca
Legal Aid	www.legalaid.ca
North of Superior Programs	www.nosp.on.ca
Ontario March of Dimes	www.marchofdimes.ca
Thunder Bay District Health Unit	www.tbdhu.com
Wesway, Respite Services	www.respiteservices.com

School to Community Transition: Community Resources

Helping Students in their Transition from School to the Community



The Superior-Greenstone District School Board, Special Education Advisory Committee (SEAC), understands the vital need for information regarding community-based support programs during the transition from high school to the community.

The community organizations/agencies contained in this brochure are among many that offer support to students with special needs. We hope that this compilation of available sources, complete with contact numbers, is of assistance to you.



Superior-Greenstone District School Board
P.O. Bag A—12 Hemlo Drive
Marathon, ON P0T 2E0
807-229-0436 / 1-888-604-1111
Fax 807-229-1471

Program Information

Following are descriptions of some of the programs mentioned in this brochure:

Adult Protective Services provides information on resources and services for adults with a developmental disability, explores options with individuals in order to assist them with goal setting and decision making, helps to coordinate services, and works in partnerships with other community agencies to improve the economic and social conditions of adults with developmental disabilities.

Assistive Devices Program provides support and funding to Ontario residents who have long-term physical disabilities. This program provides access to personalized assistive devices which increase independence and which are appropriate to the individual's basic needs.

Community Care Access Centres are the local point of access to community-based health care services. CCACs are funded by the Ministry of Health and Long-Term Care and were created to coordinate a variety of health services to maintain an individual's health, independence and quality of life.

Dilico Anishinabek Family Care provides a range of responsive individual, family and community programs and services for all Anishinabek people, including the physical health, the mental health and the health of the communities where Anishinabek people live by promoting wellness, preventing illness and trauma, and providing diagnosis, treatment and rehabilitation.

Rural Children's Services Partnership works with community agencies to provide integrated network of health, mental health and special education services to children with special needs and their families who reside in rural and remote communities of Northern Ontario.

Kinna-Aweya Legal Clinic provides legal advice and assistance to all low-income residents in the District of Thunder Bay. Services are offered at no cost to people with low-incomes who meet the financial eligibility guidelines. KALC's focus is on helping people get income maintenance benefits and maintain access to housing. **KALC are not able to assist in criminal or family law matters.**

North of Superior Programs offer Rural Children's Services Partnership, one-to-one counseling, family counseling and substance abuse counseling.

Thunder Bay District Health Unit provides health information and prevention-related clinical services to people of all ages; are advocates for healthy public policy; investigates reportable diseases and uphold regulations that apply to public health.

Superior-Greenstone Association for Community Living provide direct services and support to individuals identified with an intellectual disability, and their families, so that people may plan their future as productive, fully participating citizens in the community. Community Living Ontario supports this activity by linking local associations and their members with the resources and information they need, and by offering training and consultation in the areas of family support, education, employment, human rights, community participation, advocacy and self-planning.

Small Schools Make A Difference

Support / Family Concerns	
Organization	Based in / Contact Number
Adult Protective Services	Marathon 229-1340, x 2226 Geraldton 853-0499
Community Care Access Centres	Geraldton 854-2292 Marathon 229-8628 Thunder Bay 1-800-626-5406
Dilico Ojibway Child and Family Services	Longlac 876-2267 Marathon 229-8910 Nipigon 887-2746
Food Banks	Geraldton 854-FOOD (3663) Manitouwadge 826-4326 Marathon 229-9986 Schreiber 824-2018 Terrace Bay 825-3647
North of Superior Programs	All Communities 1-877-895-6677
Kinna-Awaya Legal Clinic	Marathon 229-2290
Lutheran Community Care Centre (Thunder Bay and District)	Thunder Bay 1-866-752-5427 345-6062
Marathon Children and Family Centre	Marathon 229-3031
Marjorie House	Manitouwadge 826-4224 Marathon 229-2222 Schreiber 824-3380
Superior-Greenstone Association for Community Living	Geraldton 854-0924/0775 Red Rock 886-2801 Nipigon 887-2746

Health Concerns	
Organization	Based in / Contact Number
Addictions Counselor Ontario Works	Manitouwadge 826-2869
Canadian Mental Health Crisis Response Line	1-888-269-3100
Crisis Response Services Suicide Prevention	1-866-888-8988
Eat Right Ontario	1-877-510-5102
Health Card Inquiries	1-800-664-8988
Hospital for Sick Children	Toronto 416-813-1500
Hospitals	Geraldton 854-1862 Manitouwadge 826-3251 Marathon 229-1740 Nipigon 887-3026 Terrace Bay 825-3273
Medical Clinics	Beardmore 875-2058 Geraldton 854-0224 Manitouwadge 826-3333 Marathon 229-3243 Nipigon 887-1110 Schreiber 824-2934 Terrace Bay 825-3235
Mental Health Service Information Ontario	1-866-531-2600
Mental Illness Support Network	Manitouwadge 826-4442 Marathon 229-0357 Schreiber 824-1362
METTA Counselling	Marathon 229-4220
North of Superior Programs	Geraldton 854-1321 Longlac 876-2235 Manitouwadge 826-4517 Marathon 229-0607 Nipigon 887-2632 Schreiber 824-2867 Terrace Bay 825-3238

Health Concerns (Cont'd)	
Organization	Based in / Contact Number
Northern Health Travel Grant	1-800-461-4006
Superior Speech Services	Schreiber 824-1304
Telehealth Ontario	1-866-797-0000
Thunder Bay District Health Unit	Geraldton 854-0454 Manitouwadge 826-4061 Marathon 229-1820 Nipigon 887-3031 Schreiber 824-2413

Continuing Education	
Organization	Based in / Contact Number
Confederation College	Geraldton 854-0652 Marathon 229-2464
Confederation College Distance Education/E-Learning	Thunder Bay 475-6550
Contact North	Geraldton 854-0542 Longlac 876-4888 Manitouwadge 826-3327 Marathon 229-2790 Nipigon 887-3320 Terrace Bay 825-9160
Independent Learning Centre	1-800-387-5512
Public Libraries	Beardmore 875-2212 Dorion 857-2318 Geraldton 854-1490 Longlac 876-4515 Manitouwadge 826-3913 Marathon 229-0740 Nipigon 887-3142 Red Rock 886-2558 Schreiber 824-2477 Terrace Bay 825-3819

Job Training / Employment	
Organization	Based in / Contact Number
Employment Standards (Working Conditions—Min. of Labour)	1-800-531-5551
Human Resources Development Canada	Geraldton 854-0635 Marathon 229-0959
Northwest Employment Centre	Geraldton 854-0859 Marathon 229-3223 Nipigon 887-2746
Manitouwadge Employment Centre	Manitouwadge 826-1414
Superior Training & Employment Program	Nipigon 887-2746

General	
Organization	Based in / Contact Number
Assistive Devices Program	1-800-268-6021 TTY: 1-800-387-5559
Easter Seals Society	Thunder Bay 345-7622
Kids Help Phone	1-800-668-6868
Member of Parliament Joe Comuzzi, MP	Federal 1-888-266-8004
Member of Provincial Parliament Michael Gravelle, MPP	Provincial 1-888-516-5555
Ontario March of Dimes	Thunder Bay 345-6595
TTY Users Operator Assistance	1-800-855-1155
TTY Users Relay Service	1-800-855-0511

Superior-Greenstone District School Board

A Guide for Parents, Guardians and Students Transitions

Sources: Ontario Ministry of Education, *Transition Planning: A Resource Guide 2017*; *Planning Entry to School: A Resource Guide 2006*; PPM 140

Transitions

Students encounter many transitions throughout their educational career and in their lives beyond school. Transitions can involve entry to school, class to class, grade to grade, elementary to secondary and school to work. A transition requires careful planning. The SGDSB supports transition planning for all students. Transitions are complex and include significant changes to many aspects of a student's routines.

There are many types of transitions...

Entry to School

The goal of planning for entry to school is to help children adjust quickly to a new school setting, enjoy learning, and develop a positive attitude towards education. A good start to school improves a child's chances of success from school entry to graduation.

An entry-to-school plan should provide adequate time for children and parents to learn and practise the skills and routines that will facilitate a smooth move to elementary school. Transition plans for some children may require more careful planning and coordination.



In-School

Transitions happen between grades and divisions, and from elementary to secondary school. These transitions are complex and include significant changes to many aspects of a student's routines. Some transitions occur on a regular basis between activities and settings within the structure of the school day. Other transitions occur less frequently. Planning for all of the transitions in a student's school day helps the student to cope with change and to adapt to a variety of settings.

Inside this guide

Transitions Entry to School In-School	2
Beyond High School Transition Planning PPM 140	2
PPM 156 Individual Education Plans Transition Portfolio For More Information	3

A Guide for Parents, Guardians and Students

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Beyond High School

The transition from school to work, further education, and community living can be particularly challenging for some students. Successful transitions require a collaborative approach involving the student, the school based team, parents, employers, community agencies and providers of post-secondary education.

The transition plan must include the following elements:

- Specific goals for the student's transition to post-secondary activities. The goals must be realistic and must reflect the strengths, needs and interests of the students;
- The actions required, now and in the future, to achieve the stated goals;
- The person or agency (the student, parents, educators, providers of specialized support and services, community agencies) responsible for or involved in completing or providing assistance in the completion of each of the identified actions;
- Timelines for the implementation of each of the identified actions.

Transition Planning

In more complex situations, transition planning meetings will be arranged with the receiving school and parents to discuss topics such as:

- identifying a school contact and connection
- scheduling of subjects
- intensity, duration and frequency of support required
- I.E.P. revisions
- academic program modifications and accommodations
- alternative programming
- routines, transitions during school day
- plan for unstructured times - breaks, lunch
- transportation requirements
- environmental supports
- schedule for staff training



Policy Program Memorandum 140 (PPM 140)

This Ministry of Education Memorandum directs Principals to ensure that transition plans are in place for students with Autism Spectrum Disorders. Applied Behavioural Analysis (ABA) methods must be used to support transitions where appropriate.

Superior-Greenstone District School Board

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Policy Program Memorandum 156 (PPM 156)

PPM 156 states that a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as gifted. The transition plan is developed as part of the IEP.

Individual Education Plans

Collaborative planning for a student's transition is formally documented in the student's IEP with input from the student, parent(s)/guardian(s), the principal, school staff, community agencies, and postsecondary institutions, as appropriate. The plan should reflect the student's needs and goals for his or her future.

Creating Pathways to Success

An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013 describes a comprehensive education and career/life planning program for kindergarten to Grade 12 designed to help students achieve their personal goals and become competent, successful, and contributing members of society. *Creating Pathways to Success* supercedes *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. The new policy's goals are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.



For More Information . . .

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.pdf>

<http://www.edu.gov.on.ca/eng/parents/planningentry.pdf>

[Creating Pathways to Success](#) (PDF, 983 KB)

[Education and Career/Life Planning Program Fact Sheet](#) (PDF, 360 KB)



Parent Notes and School Contact Information



A Guide for Parents and Students ASSESSMENT April 2016

Source: Learning For All, Ontario Ministry of Education, 2013

Purposes of Assessment

Classroom Assessment is an on-going process!

The primary purpose of assessment is to improve student learning and functioning within classroom and school environments. Assessment may therefore:

- Specify and verify a student's strengths and needs;
- Determine particular interventions that may be necessary for the student to gain access to opportunities for achieving desired outcomes. Assessment may also help to inform decisions about programs suitable to a student's learning needs.

Psycho-Educational Assessment

- Teachers often refer students who are exhibiting difficulties at school for a psychological assessment. The most common reasons for referring students for a psychological assessment are that they are having difficulty acquiring age-appropriate academic skills, or controlling their behaviour.
- The purpose of a psychological assessment is to determine a learning profile of the student. The learning profile is a description of strengths and needs. With this understanding, Psychological Services staff can make recommendations to the school staff and parents about ways to help the child. Recommendation often include teaching and learning strategies, curriculum areas to reinforce, language and learning skills to teach, and behaviours to target for change.
- The Ministry of Education has set out requirements for conducting psychological assessments within school boards in its [Policy/Program Memorandum No. 59](#)

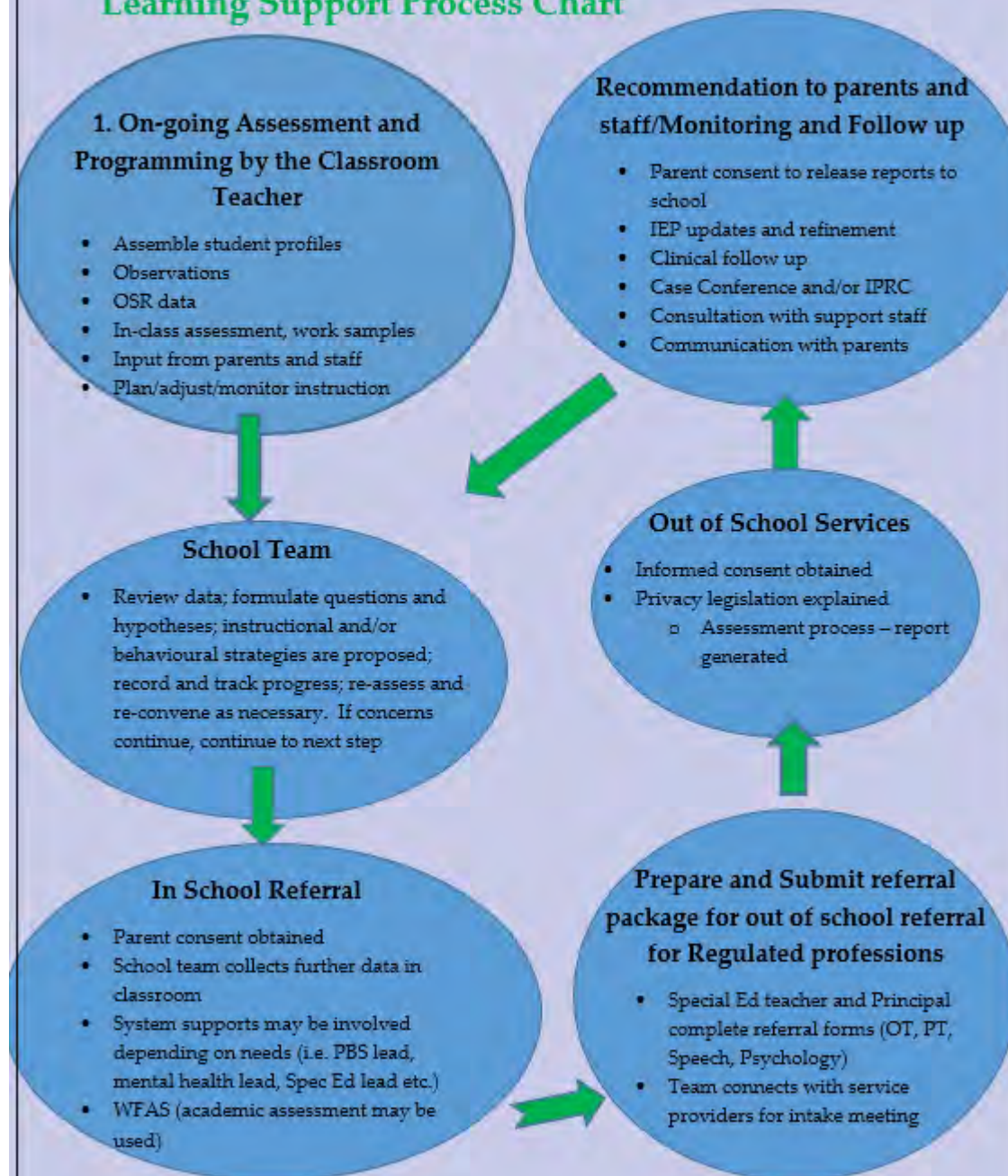
Sources of information for a psychological assessment include:

1. A review of the student's educational history from the Ontario Student Record (OSR);
2. A review of the student's developmental history, provided by parent/guardian;
3. The teacher's description of the student's difficulty;
4. The parents' or guardians' understanding of the student's difficulty;
5. Test of intellectual or cognitive ability
6. Tests of specific processes, such as visual-perceptual skills, auditory skills, and memory;
7. Tests of academic achievement;
8. Tests of social and emotional functioning;
9. Measures of personality and self-esteem;
10. Discussion with the student on his or her perspective on the problem
11. Behavioural rating forms completed by the child's teacher and parent(s) to examine for behavioural, attentional or emotional difficulties.

Speech-Language Assessment

- Speech-Language assessments are completed by Speech-Language Pathologists. They are members of the College of Audiologists and Speech-Language Pathologists of Ontario and are regulated health professionals.
- Referrals for assessment are made by the school team when questions and concerns arise about student speech and language skills. Speech-Language Pathologists develop programs to help remediate and build articulation and/or language skills.
- Programming may occur within the regular classroom or, where indicated, might be carried out by Speech-Language Assistants under the direction of the Speech-Language Pathologist.

Learning Support Process Chart



Key Terms

Adaptive: Adaptive behaviour includes the age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life. It can be thought of as a sort of "practical intelligence." It is usually measured by scales that identify how well a person manages within his or her own environment.

Cognitive: All the mental activities linked to thinking, knowing, and remembering. A term which refers to reasoning or intellectual capacity.

Criterion Referenced: A test that is designed to measure that a person has reached a pre-determined level of performance or competence. Example: EQAO tests.

Diagnostic: In general, diagnostic is a term used when one is using information to clarify characteristics about a person. In education, informal diagnostic testing occurs when a teacher is using information obtained during in-class testing to determine a student's learning needs. For regulated health professionals (i.e., medical doctors, psychologists) diagnostic refers to the process of identifying a condition, disorder or disease from its signs and symptoms. This leads to a medical diagnosis. When a qualified professional diagnoses a child, he or she looks at the signs or symptoms the child displays, such as various behaviours, ways of communicating, or thoughts that a child may have.

Norm Referenced: A test that has been given to a very large group or groups of people. A score obtained by one person taking the test can be compared to scores from the "norming group". This allows test administrators to make statements about how a person's abilities (or achievement, or behaviour, etc.) compare to those of people who are of similar ages/ grades. Ex. CCAT; Most Psycho-educational and Speech-Language tests.

Profiles: The classroom teacher is responsible for meeting the learning needs of his or her students. Effective instruction begins with an understanding of the needs of the learners. The teacher needs to know about both the needs of the entire class as a group, and the needs of individual students. If a child is demonstrating difficulties in school, it is important to identify the causes and take appropriate steps to alleviate them. This can lead to informal diagnostic testing.

Standardized: Tests that are made to be given and scored in a consistent and objective way. In order to compare one person's performance on a test to another person's performance on a test, it is important that people take the test under the same conditions, and that the same scoring procedure is applied in every case. Example: EQAO; CCAT; Psychoeducational and Speech-Language tests.

DEVELOPING THE IEP**How can I Contribute to Planning Goals for my Child?**

Beginning with your child's strengths and needs is an important first step. You can help by engaging in discussions with your child and his or her teachers around establishing short term and long term goals.

Many organizations are available to support you in understanding the IEP, and/or to provide additional resources. Your school's principal can provide the names of the organizations that serve your area. This information is also available in the Special Education Advisory Committee's brochure that is available at your local school or on www.sgdsb.on.ca

SGDSB SEAC MEMBERS

SGDSB Trustees, members at large, one or two persons to represent the interests of First Nations students, and representatives and alternates from up to 12 local associations. The local associations must be affiliated with associations or organizations that are: incorporated; operate throughout Ontario; further the interests and well-being of one or more groups of exceptional children or adults; and do not represent professional educators.

Superior-Greenstone District School Board
P.O. Bag A
12 Hemlo Drive
Marathon, ON P0T 2E0
www.sgdsb.on.ca

REVIEW AND UPDATE THE IEP

Your child's progress toward his/her goals will be reviewed. Then, the IEP will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

- Talk to your child's teacher about the goals that have been set.
- Communicate regularly with your child's teacher regarding progress.
- Look for evidence of growth towards goals on your child's report card.
- Recommend changes in goals, strategies and/or resources or support where you see a need.
- Be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace.

THE INDIVIDUAL EDUCATION PLAN

(IEP) A Guide for Parents

CARRYING OUT THE IEP

There are many things you can do at home to help your child to reach his/her goals.

- Talk to the teacher about what she/he plans to accomplish.
- Do what you can at home to support your child's goals.
- Take every opportunity to communicate with your child's teacher.
- Provide additional insights and resources to the school.
- Share significant personal/family events as relevant.

THE IEP SUMMARIZES THE FOLLOWING

- your child's strengths and needs
- assessment data
- special education services provided to your child
- accommodations (supports, services that will help your child access the curriculum and demonstrate learning)
- program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- alternative programs/courses not represented in the Ontario Curriculum (such as Personal Care, Orientation/Mobility Training, Auditory Verbal Intervention Strategies, and/or development of American Sign Language skills)
- your child's current level of achievement in each program area
- goals and specific expectations for your child
- assessment strategies for reviewing your child's achievements and progress
- regular updates, showing dates, results and recommendations
- a Transition Plan
- medical/health supports/services
- a Safety Plan

**WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?**

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress, and includes a plan to support students in making successful transitions.

HOW DOES AN IEP WORK

How can I Contribute to Planning Goals for my Child?

An IEP outlines the special education programs and services your child will receive. There are five phases in the development of an IEP:

1. Gather information.
2. Set the direction.
3. Develop the plan.
4. Carry out the planned activities.
5. Review and update the IEP, including the Transition Plan and Safety Plan

SETTING THE DIRECTION

How Do I Work as an Effective IEP Team Member?

Students are most successful when all team members work together towards achievable goals. As a parent:

- keep the focus on your child at all times;
- tell the teacher the hopes you have for your child's learning;
- bring ideas and information;
- ask questions;
- value everyone's input.

WHO DEVELOPS A STUDENT'S IEP?

Creating an IEP is a process that involves the classroom teacher(s) with whom the student interacts, the student, where appropriate, the student's parent(s)/guardian(s), the Educational Resource Teacher (SERT), other professionals involved with the student, other school personnel/support staff, and staff from community agencies. A student's IEP should be developed, implemented, and monitored in a collaborative manner. The Individual Education Plan reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student.

WHAT IS A TRANSITION PLAN?

A written plan which outlines the daily, short term and long term changes to programs/pathways.

Transitions may include:

- entry to school
 - activity to activity
 - class to class
 - between grades
 - school to school
 - elementary school to secondary school
 - secondary school to education, career, community, and life pathway
- Contained within the transition plan are:
- individual goals
 - actions required to achieve those goals
 - identified individuals responsible for the actions required
 - specific timelines for completion

A Transition Plan is developed in collaboration with students and their families, the school, community agencies and postsecondary partners as appropriate and is reviewed and updated as part of the IEP review process.

AS THE PARENT, WHAT ROLE DO I PLAY?

Parents play a powerful supporting role in the IEP process and transition planning. It is important to understand and participate in the five phases of the IEP process. As well, be sure to ask for a copy of your child's IEP, within 30 school days, so that you can support the planned activities at home.

You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's:

- likes, dislikes and interests;
- Talents and abilities;
- interest in extra-curricular activities;
- family relationships and dynamics (including extended family and pets);
- peer relationships and dynamics;
- family routines and schedules;
- hopes and dreams for the future including any short and/or long term goals; and
- how your child learns best (e.g., by doing, through demonstration, etc.)

What is an "Accommodation"?

The term accommodation is used to refer to the special teaching and assessment strategies, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

What is a "Modification"?

Modifications are changes made in the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.

What is "Alternative Programming"?

Alternative Programming are expectations that outline learning related to skill development in areas not represented in the Ontario curriculum. These may include: Behaviour, Life Skills, Learning Strategies or the Social / Emotional needs of the student.

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

- ☒ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

STUDENT PROFILE

Name: _____ Gender: _____ Date of Birth: _____

School: _____

Student OEN/MIN: _____ Principal: _____

Current Grade/Special Class: _____ School Year: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: _____

IPRC Placement Decision (check one)

- ☐ Regular class with indirect support ☐ Special education class with partial integration
☐ Regular class with resource assistance ☐ Special education class full-time
☐ Regular class with withdrawal assistance ☐

ure

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

STUDENT'S STRENGTH AND NEEDS

Areas of Strength	Areas of Need

Health Support Service/Personal Support Required ☐ Yes (list below) ☐ No

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

- | | | | | | | | |
|----------|------------------------------|--|---|-----------|------------------------------|-----------------------------|------------------------------|
| 1. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input checked="" type="checkbox"/> ALT | 6. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 2. _____ | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 7. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 3. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 8. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 4. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 9. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 5. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 10. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions☒ Yes (provide educational rationale) ☐ No

GLE Course(s) will replace the French diploma requirement to support the student's exceptionality

Complete for secondary students only:

Student is currently working towards attainment of the:

☒ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment**ACCOMMODATIONS**

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☒ No**PROVINCIAL ASSESSMENTS (accommodations and exemptions)**

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes (list below) ☐ NoExemptions: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

Special Education Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OENMIN:	Subject/Course/Alternative Program:
Current Level of Achievement:	Current Level of Achievement for Alternative Program:
Prerequisite course (if applicable) _____	
Letter grade/Mark _____	
Curriculum grade level _____	
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.	

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)

SPECIALIZED HEALTH SUPPORT SERVICES

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Appendix C

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	NWLHIN Public Health	Procedure that is needed on a daily basis in order for the student to attend school	Medical Practitioner	The procedure is no longer required for the student to attend school	
Occupational therapy	GJCC	Cross referral from other services or O.T. teacher checklist. Assessment by the Occupational Therapist	Community Care Coordinator and the Occupational Therapist	An assessment by the Occupational Therapist indicating that services are no longer required.	Case conference with the Community Care Coordinator, Occupational Therapist, parent and school.
Physiotherapy (Maintenance)	GGJC Educational Assistant	Cross referral from other services or O.T. teacher checklist. Assessment by the Physiotherapist	Community Care Coordinator and the Physiotherapist	An assessment by the Physiotherapist indicating that services are no longer required	Case conference with the Community Care Coordinator, physiotherapist, parent and school.
Nutrition	NWLHIN Public Health	Procedure that is needed on a daily basis in order for the student to attend school.	Ministry of Health	The procedure is no longer required for the student to attend school.	Parent, Ministry of Health and School
Speech and language therapy	GJCC	Referral from the parent or school to GJCC. GJCC then determine if the student is eligible.	Speech Therapist or Speech Pathologist from GJCC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with GJCC and/or parent and school.
Speech correction and remediation	GJCC	Referral from the parent or school to GJCC. GJCC then determine if the student is eligible.	Speech Therapist or Speech Pathologist GGJC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with GJCC, parent and school.
Administering of prescribed medications	Educational Assistants Board Staff Pupil as authorized Parent as authorized	Letter from the doctor and the board policy documents completed.	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent
Catheterization	Trained Educational Assistants or Health Professional or Parent	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parents.
Suctioning	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parents.
Lifting & positioning	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parents.
Assistance with mobility	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parents.
Feeding	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parents.
Toileting	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parents.

Appendix D

EXCEPTIONALITIES – CATEGORIES and DEFINITIONS

According to Subsection 8 (3) of the Education Act of the Minister of Education and Training is required to define exceptionalities of pupils, prescribe categories of exceptional pupils and to require school boards to employ such definitions. An Identification, Placement and Review Committee of a school uses the categories and definitions to identify the specific needs of a pupil in order to ensure that an effective individual education plan may be developed. Regulation 181/98 which governs Identification, Placement and Review Committee processes, requires that the IPRC include the category and definition of any exceptionality in its statement of decision when a pupil is identified as exceptional.

The following **approved** categories of exceptionalities are to be used:

BEHAVIOUR

COMMUNICATION

- Autism
- Deaf and Hard of Hearing
- Language Impairment
- Speech Impairment
- Learning Disability

INTELLECTUAL

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

PHYSICAL

- Physical Disability
- Blind and Low Vision

MULTIPLE

- Multiple exceptionalities

BEHAVIOUR

MINISTRY DEFINITION

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- An inability to build or to maintain interpersonal relationships
- Excessive fears or anxieties
- A tendency to compulsive reaction
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

IDENTIFICATION CRITERIA: Behaviour

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a behaviour exceptionality:

- An educational assessment
- An individual assessment conducted by a psychologist, psychiatrist or other qualified personnel

The assessment results would indicate either a social or emotional problem, which is a deterrent to learning.

The Committee MAY require any of the following:

- A health history presented by the Public Health Nurse or qualified medical practitioner
- An intellectual assessment as determined on a recognized intelligence test

OBSERVABLE CHARACTERISTICS

None of these characteristics, by themselves, indicate emotional disturbance or social maladjustment, so one should look for clusters of behaviour which occur more frequently than in most people of the same mental age.

EMOTIONAL DISTURBANCE (internalizing disorders)

Nervous disorders characterized by:

- Low self-esteem, self-deprecating remarks, withdrawn, uncommunicative, aloof, anxious, excessively nervous and depressed, inattentive, distractible, restless, helpless/hopeless attitude, unhappy, tearful, chronic absence, academic underachievement, phobias, obsessions
- Withdrawn into fantasy, a daydreamer
- Fears failure and criticism, may become a perfectionist
- Exhibits nervous reactions such as nail biting, thumb or finger sucking, stuttering, extreme restlessness, muscle twitching, hair twisting
- Irrational or silly maneuvers
- Seems to be unhappier than most, easily depressed
- Un-socialized aggression, defiance of all authority figures and of peers, striking, fighting, abusive language, anger, temper tantrums
- Jealous or over competitive
- Absent from school frequently or dislikes school intensely
- Absent from school frequently for physical symptoms (often girls)
- Preoccupation with death
- Frequent trouble with the law
- Marked change of usual behaviour

SOCIAL MALADJUSTMENT (externalizing disorders)

Habit disorders characterized by:

- Tiredness, poor appetite, poor hygiene, stammers, habits and mannerisms such as nail biting or twitching, soiling

Behaviour disorders characterized by:

- Attention-seeking, insecurity in or negative peer relationships, acting out in aggressive and sometimes violent behaviour, destruction or clothing and property

Antisocial/attentionnel-impulsive disorders:

- Works in an impulsive and uncritical manner
- Is inattentive, indifferent, apparently lazy

COMMUNICATION: Autism

MINISTRY DEFINITION

A severe learning disorder that is characterized by:

- a. Disturbance in:
 - Rate of educational development
 - Ability to relate to the environment
 - Mobility
 - Perception, speech and language
- b. Lack of representational-symbolic behaviour that precedes language

IDENTIFICATION CRITERIA: Autism

An Identification, Placement and Review Committee SHALL REQUIRE the following data or information when considering a student with a communication exceptionality due to autism:

- A behavioural assessment which reveals an indifference about social attachment and a profound withdrawal from contact with people
and/or
- A developmental assessment which reveals an indifference about social attachment and a profound withdrawal from contact with people
- A letter from a legally qualified medical practitioner, which identifies the child as autistic. The severity of the autism must be given.

The Committee MAY require the following:

- A health history provided by the public health nurse or a child development worker or a legally qualified medical practitioner

AUTISM

Autism is a pattern of behaviour which manifests itself during the first three (3) years of life and is characterized by severe withdrawal from social interaction, delay in language development, obsession with sameness, negligible responses to external stimuli and in most cases, requires lifelong planning.

Pupils demonstrate severe disturbances in the rate of development often characterized by profound withdrawal from contact with people, including parents; the inability to relate to the environment; and an obsessive desire for the preservation of sameness stereotyped by ritualistic behaviour; and poor language development.

OBSERVABLE CHARACTERISTICS: Autism

QUALITATIVE IMPAIRMENTS IN VERBAL/NON-VERBAL COMMUNICATION

- Mute
- No urge to communicate
- No pointing
- Lack of non-verbal communication
- No gestures
- No babble
- Unusual intonation
- Use of speech without meaning or communication
- Little/no conversation, “small talk”
- Echolalia (parrot-like repetition of sounds/words without any understanding of the meaning)
- Idiosyncratic use of speech (nonsense words and phrases)

QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTION

- | | |
|---|---|
| <ul style="list-style-type: none">• Lack of affectionate behaviour• Lack of comfort seeking• Lack of awareness of others• Lack of social play• Lack of stranger anxiety• Inappropriate responses to others | <ul style="list-style-type: none">• Unusual social overtures• Disinhibited• Lack of sharing of pleasure/enjoyment• No friendships• Little interest in peers |
|---|---|

REPETITIVE, STEREOTYPIC INTERESTS

- | | |
|--|---|
| <ul style="list-style-type: none">• Preoccupation with parts of objects/toys• Unusual sensory interests• Unusual sensory reactions• Fixations | <ul style="list-style-type: none">• Attachments to unusual objects• Rituals• Resistance to change• Circumscribed |
|--|---|

COMMUNICATION: Deaf and Hard of Hearing

MINISTRY DEFINITION

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

HARD OF HEARING

Deaf people are those who do not have any hearing ability. Hard of Hearing or Hearing Impaired people are those who have a hearing problem but who can hear to varying extents.

IDENTIFICATION CRITERIA: Deaf and Hard of Hearing

The Identification, Placement and Review Committee SHALL REQUIRE the following data or information when considering a student with a communication exceptionality due to deafness or impaired hearing:

- An audio logical report documenting a moderate to severe hearing loss (pure tone averages), in conjunction with
- An audio logical report, which indicates that the configuration of the hearing loss impinges on the student's ability to hear speech and to acquire language.

The Committee MAY require the following:

- An educational assessment
- A health history from the public health nurse or legally qualified medical practitioner

OBSERVABLE CHARACTERISTICS: Deaf and Hard of Hearing

HEARING AND COMPREHENSION OF SPEECH

- | | |
|---|---|
| <ul style="list-style-type: none"> • General indifference to sounds • Lack of response to spoken words if visual contact is not made • “Hears” better when watching the speaker’s face | <ul style="list-style-type: none"> • Often asks the speaker to repeat words or sentences • Recognition of some sound frequencies and not others |
|---|---|

VOCALIZATION AND SOUND PRODUCTION

- | | |
|--|--|
| <ul style="list-style-type: none"> • Monotonic quality • Volume control difficulty • Lessened laughter • Vocal play for vibratory sensation • Head movements, foot stomping for sensation | <ul style="list-style-type: none"> • Yelling, screeching to express pleasure • Fails to articulate correctly certain speech sounds or omits certain consonant sounds • Fails to discriminate between words with similar vowels but different consonants |
|--|--|

VISUAL ATTENTION AND RECIPROCAL COMPREHENSION

- | | |
|--|---|
| <ul style="list-style-type: none"> • Extreme visual vigilance and attentiveness • Alertness to gesture and movement • Inappropriate response to questions | <ul style="list-style-type: none"> • Fails to respond when casually spoken to • Seeks visual cues |
|--|---|

SCHOOL BEHAVIOUR

- | | |
|--|--|
| <ul style="list-style-type: none"> • May be functioning below potential ability | <ul style="list-style-type: none"> • Daydreams excessively ignores or confuses directions |
|--|--|

SOCIAL RAPPORT AND ADAPTATIONS

- | | |
|---|---|
| <ul style="list-style-type: none"> • Tardy and difficult rapport in vocal nursery games • Constant alertness • Fear of new situations and people | <ul style="list-style-type: none"> • Inquiring, confused facial expression • Puzzled and unhappy episode • Forced humour |
|---|---|

GENERAL BEHAVIOUR

- | | |
|---|--|
| <ul style="list-style-type: none"> • Easily frustrated to tears or tantrums • Irritability at not making self-understood • Explosions due to self-vexation | <ul style="list-style-type: none"> • Very sensitive • Avoidance of new situations and people |
|---|--|

- | | |
|--|--|
| <ul style="list-style-type: none">• Reluctant to express needs and difficulties associated with hearing loss• Serious and intent but may appear angry | <ul style="list-style-type: none">• Have developed quite significant coping skills |
|--|--|

HEALTH

- | | |
|---|--|
| <ul style="list-style-type: none">• Frequent earaches, running ears, colds• Upper respiratory infections like sinusitis and tonsillitis• Allergies similar to hay fever• Frequent headaches• Eyestrain• Tire rapidly• Drained emotionally | |
|---|--|

COMMUNICATION: *Language Impairment*

MINISTRY DEFINITION

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a. Involve one or more of the form, content, and function of language in communication
- b. Include one or more the following:
 - Language delay
 - Dysfluency
 - Voice and articulation development, which may or may not be organically or functionally based

IDENTIFICATION CRITERIA: *Language Impairment*

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a communication exceptionality due to language impairment:

- An educational assessment
- A language assessment from qualified personnel which indicates that the student has weakness in syntactical skills and/or written expression which interfere with the student's communication and the ability to be understood

The Committee MAY require the following:

- A health history provided by the public health nurse or legally qualified medical practitioner

OBSERVABLE CHARACTERISTICS: *Language Impairment*

FORM

- Omit word endings
- Do not develop forms such as plurals, past tense verbs, complex verb forms, or other

Grammar forms at the age most other children do

CONTENT

- Substitute one word for another word with a similar meaning, or for a word that sounds familiar

- Use vocabulary typical of a younger child

- Have difficulty understanding or using concept words that describe:
- Position (in, at, under)

- Time (when, first, before, later)
- Quality (big, hot, pretty)
- Quantity (more, some, none, one, two)

FUNCTION OR USE

- Relies on non-verbal or limited means of communicating
- Do not take turns in a conversation
- Let adults do most of the talking
- In conversations, usually only answer questions

COMMUNICATION: Speech Impairment

MINISTRY DEFINITION

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

IDENTIFICATION CRITERIA: Speech Impairment

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a communication exceptionality due to speech impairment:

- An educational assessment
- An assessment by a qualified speech-language pathologist which indicates a moderate to severe articulation, voice or fluency delay or disorder which impedes the child's intelligibility

The Committee MAY require the following:

- A health history provided by the public health nurse or legally qualified medical practitioner

SPEECH DISORDERS

Speech disorders include:

Articulation Disorders include distortions, omissions, and substitutions of speech sounds, which the child should be able to produce for his/her age.

Voice Disorders are characterized by one or more of the following "stuttering"-type behaviours: repetitions of syllables, words, or phrases; prolongations of sounds; and "blocks" of struggle and tension.

ARTICULATION MILESTONES

The following list represents the average age at which specific sounds are acquired:

3 years p, b, m, n, h, w
 4 years d, k, g, f, y
 5 years t
 6 years l
 7 years sh, ch, j, r
 8 years s, z, v, th

Typically, a child would not be seen for speech therapy unless he/she could not produce those sounds expected for his/her age, i.e. a seven year old who cannot produce "f" and "l". However, the child who is difficult to understand due to multiple articulation errors on sounds not expected for his/her age or the deletion of sounds would also be a candidate for speech therapy, i.e. a five year old who cannot produce "r", "l", "sh", "ch", "j", and "th".

COMMUNICATION: Learning Disability

MINISTRY DEFINITION

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- Results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptualmotor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

LEARNING DISABILITY

A learning-disabled student displays a marked difference between ability level and performance level. The student possesses average ability or above but also exhibits weakness in one or more modes of learning.

The learning disabled student will demonstrate weakness in perceptual or processing skills that manifest themselves in one or more of the following areas: reading, writing, listening, speaking, computation, or math reasoning.

IDENTIFICATION CRITERIA: Learning Disability

The Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering a student with a communication exceptionality due to a learning disability:

- A diagnosis of a Learning Disability by a member of the College of Psychologists

Or all of the following

- An educational assessment
- An intellectual assessment which indicates that the student has average or above average intellectual potential as determined by a recognized intelligence test
- A statement in a report indicating a process deficit or disorder that appears to affect the student's ability to learn
- An indication of a significant discrepancy between expected and actual academic achievement that is not a result of chronic absenteeism and/or a lack of effort
- A detailed health assessment (hearing, vision, physical and perhaps neurological) from qualified personnel

The Committee MAY require:

- A speech language assessment
- A health history provided by a public health nurse or legally qualified medical practitioner

OBSERVABLE CHARACTERISTICS: Learning Disability

ACADEMIC

- | | |
|---|--|
| <ul style="list-style-type: none">• Gaps in skills apparent• Achievement low in some areas, high in others• Erratic memory• Weak memory skills• Forgetful• Easily overloaded with info presented at a regular pace• Unable to retain facts and tables• Communicates well orally• Difficulty with sequence• Difficulty decoding and comprehending | <ul style="list-style-type: none">• Reversing letters, numbers• Leaves out words when reading or writing• Extreme difficulty learning to spell• Spells with no seeming order or rule• Nearly illiterate in writing assignments• Sloppy writing• Poor pencil position• Mirror writing• Right/left confusion• Prefers print to cursive writing• Preservation with some tasks |
|---|--|

SOCIAL

- | | |
|---|--|
| <ul style="list-style-type: none">• Socially immature• Awkward social habits• Needs to be taught social skills• Very literal | <ul style="list-style-type: none">• Inability to follow instructions• Low frustration level• Low self-esteem |
|---|--|

BEHAVIOUR

- | | |
|---|--|
| <ul style="list-style-type: none">• Hyperactive• Distractible• Inconsistent behaviour• Can exhibit destructive, aggressive behaviour• Efficient with avoidance strategies | <ul style="list-style-type: none">• Appears lazy• Says "I can't do this" or "I'm stupid"• Reluctant to try new things• Overreacts• Highly disorganized |
|---|--|

INTELLECTUAL: Giftedness**MINISTRY DEFINITION**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

GIFTEDNESS

Gifted children's intellectual needs differ from their chronological peers to such a degree that they require individualized academic and affective programming. Giftedness may also be found in combination with other exceptionalities.

IDENTIFICATION CRITERIA: Giftedness

The Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering a student with an intellectual exceptionality due to giftedness:

- An educational assessment
- An intellectual assessment with a full scale score measurement in the very superior range on a specified age appropriate intelligence test

OBSERVABLE CHARACTERISTICS: Giftedness**ACADEMIC ABILITY**

- | | |
|--|--|
| <ul style="list-style-type: none"> • High rate of success in subjects of interest • Pursue certain areas with vigor • Good memory • Comprehends well | <ul style="list-style-type: none"> • Acquires knowledge quickly • Widely read in special areas • Very task oriented |
|--|--|

INTELLECTUAL

- | | |
|---|---|
| <ul style="list-style-type: none"> • Observant • Gets excited about new ideas • Inquisitive • Learns rapidly, easily • Independent learner | <ul style="list-style-type: none"> • Has a large vocabulary compared to others of same age • Thinks abstractly • Enjoys hypothesizing • Intense |
|---|---|

LEADERSHIP

- | | |
|--|---|
| <ul style="list-style-type: none"> • Likes structure • Self-confident • May be well-accepted by peers | <ul style="list-style-type: none"> • Shows good judgment, common sense • Responsible • Articulate, verbally fluent |
|--|---|



- Foresees the consequences of things

CREATIVE

- | | |
|--|---|
| <ul style="list-style-type: none">• Independent thinker• Expressive (oral or written)• Keen sense of humour• Is resourceful | <ul style="list-style-type: none">• Doesn't mind being different• Is original, unconventional, imaginative |
|--|---|

VISUAL/PERFORMING ARTS

- | | |
|--|--|
| <ul style="list-style-type: none">• Ability for expressing feelings, thoughts and moods through art, dance, drama or music• Good coordination | <ul style="list-style-type: none">• Exhibits creativity, imagination• Observant• Likes to produce original products• Flexible |
|--|--|

GIFTED UNDERACHIEVEMENT

- | | |
|---|--|
| <ul style="list-style-type: none">• Barely passes or does not pass tests• Fluctuating performance levels• Performance drops when presented with repetitive material | <ul style="list-style-type: none">• Lack of self-motivation• Not interested in peers• Doesn't have social graces• Very sensitive to perceived attitudes |
|---|--|

INTELLECTUAL: Mild Intellectual Disability

MINISTRY DEFINITION

A severe learning disorder characterized by:

- a) An ability to profit from a special education program for the mildly intellectually disabled because of slow intellectual development
- b) An ability to profit from a special education program that is designed to accommodate slow intellectual development
- c) A limited potential for academic learning, independent social adjustment, and economic self-support

IDENTIFICATION CRITERIA: Mild Intellectual Disability

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data when considering a student with an intellectual exceptionality due to a mild intellectual disability:

- An educational assessment that indicates that the student is achieving significantly below grade/age level for his/her chronological age and /or
- An adaptive behaviour assessment indicating serious delays or deficits in social maturity and adaptive behaviour
- An intellectual assessment by a psychologist, which indicates a full scale potential in the borderline to moderately mentally deficit range (IQ 70-55)

The Committee MAY also require the following:

- A health history provided by the public health nurse or a legally qualified medical doctor
- A recent health assessment
- A social history or development history report from a public health nurse or Developmental Services Worker

INTELLECTUAL: Developmental Disability

MINISTRY DEFINITION

A learning disorder characterized by:

- a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b) An inability to profit educationally within a regular class because of slow intellectual development
- c) A potential for academic learning, independent social adjustment, and economic self-support

IDENTIFICATION CRITERIA: Developmental Disability

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data when considering a student with an intellectual exceptionality due to a developmental disability:

- A developmental assessment by a Developmental Services Worker
- An adaptive behaviour assessment indicating serious delays or deficits in social maturity and adaptive behaviour
- An intellectual assessment completed by a psychologist which indicates a full scale potential no higher than the moderately deficient range of ability (IQ Range 55 and below)

OBSERVABLE CHARACTERISTICS: Developmental Disability

FOR THE MORE ABLE STUDENT

- | | |
|--|--|
| <ul style="list-style-type: none">• Learn through experience• Slower rate of learning• Learn less than average students• Apply processes of imitation, reasoning, generalization• Acquire concepts and develop value systems consistent with social living to the degree possible• Could experience over aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration | <ul style="list-style-type: none">• Slow in acquisition of motor and language skills• Weakness in retention, reaction time, creativity, transfer of learning• Below average intellectual functioning• Can conform to social customs• Function at $\frac{1}{2}$ to $\frac{3}{4}$ rate of speed of normal children• Can achieve 2-6 grade level of academic achievement• Culturally disadvantaged• Often avoided by peers |
|--|--|

FOR THE LESS ABLE STUDENT

- | | |
|---|---|
| <ul style="list-style-type: none">• Capable of kindergarten through third grade achievement• Typically not able to read or write• Inability to solve day-to-day problems• Poor physical health | <ul style="list-style-type: none">• Deviations in personality, behaviour, emotional reactions• Ineptness in self-help skills• Capable of unskilled occupations with supervision |
|---|---|

PHYSICAL: Physical Disability

MINISTRY DEFINITION

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

IDENTIFICATION CRITERIA: Physical Disability

The Identification, Placement and Review Committee SHALL REQUIRE the following data or information for a student being considered as having a physical exceptionality due to orthopedic and/or physical handicap:

- A letter from a legally qualified medical practitioner or medical agency stating the nature and severity of the student's physical handicap and the necessity for special needs or programming

The Committee MAY require the following:

- A recent health assessment conducted by a legally qualified medical examiner
- A health history provided by the public health nurse or a legally qualified medical practitioner

PHYSICAL: Blind and Low Vision

MINISTRY DEFINITION

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

BLIND AND LOW VISION

Visual impairment refers to the loss of part of or all of useful vision, which after correction adversely affects educational performance. Blindness is designated by an uncorrected visual acuity of 20/200 or less (about 10% or less of average vision). Low vision is designated by an uncorrected visual acuity of 20/70 or less (about 25% or less of average vision).

IDENTIFICATION CRITERIA: Blind and Low Vision

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data for a student being considered as having a physical exceptionality due to visual impairment:

A report from a qualified ophthalmologist indicating one of the following:

- For low vision, a visual acuity of 20/70 or less
- For legal blindness, a visual acuity of 20/200 or less
- A functional visual loss equated with either low vision or blindness which, after correction, adversely affects educational performance

The Committee MAY require the following:

- A health history provided by the public health nurse or a legally qualified medical practitioner

OBSERVABLE CHARACTERISTICS: Blind and Low Vision

- | | |
|---|---|
| <ul style="list-style-type: none"> • Complain of aches or pains in the eyes • Tired eyes • Prolonged reading of print material is difficult • Excessive headaches • Dizziness or nausea after close work • Squinting, blinking, facial distortion • Rubbing of eyes • Tilt head to see • Realign total body posture to see • Changing distance from reading material • Hold reading material very close or very far away | <ul style="list-style-type: none"> • Constant loss of place in sentence or page • Problems with spacing in written work • Stumble over objects on floor or ground • Need large print material to be able to read • Be a Braille user • May follow a pattern in missing or misreading parts of words |
|---|---|

MULTIPLE: More Than One Exceptionality

MINISTRY DEFINITION

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for the disorders, impairments or disabilities.

IDENTIFICATION CRITERIA: Multiple

The Identification, Placement and Review Committee SHALL REQUIRE compulsory data or information that is listed in this document for each exceptionality considered. In order to be identified as a multi-handicapped student, it is expected that documentation be provided in TWO OR MORE areas of exceptionality.

The specific exceptionalities being designated shall be clearly noted in writing on all appropriate documentation/lists.

Appendix E

Provincial School Contacts

Teachers may obtain additional information from the Resource Services Departments of the Provincial Schools and the groups listed below.

Provincial Schools Branch, Ministry of Education:

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel.: (905) 878-2851
Fax : (905) 878-5405

Schools for the Deaf:

The Ernest C. Drury School
for the Deaf
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-1354

The Robarts School for the Deaf
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel.: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School
for the Deaf
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel.: (613) 967-2823
Fax: (613) 967-2857

School for the Blind and Deaf-Blind:

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Tel.: (519) 759-0730
Fax: (519) 759-4741



**School for the Deaf, Blind,
and Deaf-Blind:**

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
Tel.: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools:

The Ministry of Education provides the services
of four provincial Demonstration Schools for
Ontario children with severe learning disabilities.
These schools are the following:

Amethyst School
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel.: (519) 453-4408
Fax: (519) 453-2160

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel.: (613) 967-2830
Fax: (613) 967-2482

Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Tel.: (905) 878-8428
Fax: (905) 878-7540

Appendix F

Superior-Greenstone District School Board

2018/2019 Special Education Advisory Committee (SEAC) Contact List
as of April, 2018**Voting Members**

Jessica Audia , Superior Greenstone Association for Community Living Representative P.O. Box 970 – Geraldton, ON P0T 1M0 Work: 807-854-0924 Fax: 807-854-1047 Email: jessica.audia@bellnet.ca	Allison Pelletier , Trustee (Alternate) 917 2 nd Street East – Geraldton ON, P0T 1M0 Home: 807-854-6807 Email: apelletier@sgdsb.on.ca
Indigenous Trustee – currently vacant	Brandy Brake Weldon , Dilico 112 4th St, Nipigon, ON P0T 2J0 Work: 807-887-2514 Email: BrandyBrakeWeldon@dilico.com
Sharon Groeneveld , Superior Greenstone Association for Community Living Representative (Alternate) P.O. Box 970 – Geraldton, ON P0T 1M0 Work: 807-854-0924 Fax: 807-854-1047 Email: sharon.groeneveld@bellnet.ca	Candace Davies , North of Superior Programs P.O. Box 670 – Nipigon, ON P0T 2J0 Work: 807-887-2632 ext. 2105 Fax: 807-887-2764 Email: candace.davies@nosp.on.ca
Margaret McIntyre , Trustee (Chair) 8 Graham Crescent – Marathon, ON P0T 2E0 Home: 807-229-2428 Email: mmcintyre@sgdsb.on.ca	Theresa Nelson , Greenstone Social Services Office P.O. Box 1537 – Geraldton, ON P0T 1M0 Work: 807-854-0636, ext: 31 Fax: 807-854-1459 Email: theresa.nelson@greenstone.ca
Mark Mannisto , Trustee Email: mmannisto@sgdsb.on.ca	Nicole Beaulieu , North Of Superior Programs (alternate) P.O. Box 670 – Nipigon, ON P0T 2J0 Work: 807-887-2632 ext. 2105 Fax: 807-887-2764 Email: nicole.beaulieu@nosp.on.ca
Jason Nesbitt , Trustee (alternate) Email: jnesbitt@sgdsb.on.ca	Christine Major , Trustee (alternate) Email: cmajor@sgdsb.on.ca

Resource Members

Nicole Morden-Cormier , Director of Education P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, ext 232 or 807-886- 2253 Fax: 807-229-1471 Email: nmordencormier@sgdsb.on.ca	Will Goodman , Superintendent of Education P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-886-2253 ext 104 Fax: 807-229-1471 Email: wgoodman@sgdsb.on.ca
Pinky McRae , Board Chair (Ex-Official) P.O. Box 1797 – Marathon, ON P0T 2E0 Home: 807-229-3417 Email: pmcrae@sgdsb.on.ca	Logan Furoy , Student Trustee Email: lfuroy@sgdsb.on.ca
George Drazenovich , Mental Health Lead Work: 807-228-0196 Email: gdrazardovich@sgdsb.on.ca	Melissa Bianco , Positive Behaviour Support Consultant Work: 807-889-1327 Email: mebianco@sgdsb.on.ca
Amanda Gyori , Vice-Principal, Dorion Public School Work: 807-857-2313 Email: agyori@sgdsb.on.ca	Sara Curtis , Principal, Terrace Bay & Schreiber Public Schools Work: 807-825-3253 Email: scurtis@sgdsb.on.ca

Meetings are held on the second Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by electronic means because of distance.

Appendix G**SPECIAL EDUCATION STAFF****Elementary Panel**

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of students with exceptionalities		
1.1 Teachers for indirect and resource program support and 1 (.5) Teachers of the Blind	6.22	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
2. Other special education teachers		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	TBD	Masters Degree, Bachelor of Education and Special Education Qualifications, PQP, SOQP
2.4 Consultants	0	
3. Educational assistants and Child and Youth Workers		
3.1 Educational assistants	Not Yet Approved	Preferably a two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
3.2 Child and Youth Workers	Not Yet Approved	
4. Other professional resource staff		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Behaviour Expertise Consultant	Not Yet Approved	
4.10 Subtotal		
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
5.7 Subtotal	0	

Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of students with exceptionalities		
1.1 Teachers for indirect and resource support I program	Not Yet Approved	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
2. Other special education teachers		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	Not Yet Approved	University Degree, Bachelor of Education, Masters of Education and Special Education Qualifications for Administrators, PQP, SOQP
2.4 Consultants	0	
3. Educational assistants and Child and Youth Workers		
3.1 Educational assistants	Not Yet Approved	Preferably two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
3.2 Child and Youth Workers	TBD	
4. Other professional resource staff		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Behaviour Expertise Consultant	.5	
4.10 Subtotal		
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
5.7 Subtotal	0	

Appendix H**Policy 517****SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section	SCHOOLS AND STUDENTS		
Policy Name	EARLY IDENTIFICATION	517	
Board Approved:	October 27, 2015 February 17, 2010 August 10, 2002	Reviewed: October 5, 2015 October 26, 2009 April 2004	Review By: December 2020

POLICY

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. As required by Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. "These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".

The Early Identification procedures are done by the Kindergarten educators to assist them in assessing the child's learning needs in order that appropriate programming may take place. Special Education Resource Personnel may assist in ensuring that any necessary referrals for additional support are completed.

PROCEDURES**1.0 Early Identification Procedures Shall Include the Following**

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each Kindergarten educator will complete the appropriate checklist(s)/screen(s)/assessment(s) for each student following registration and continuing throughout the school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and educators must be made available. Samples of student work will be used to communicate with the parent(s) during the year and with the next year's teacher.
- 1.4 Samples of student work will be given to the parent(s) at the end of the school year.

1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to have the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special Education Needs* document.

• **2.0 Time Line**

Action	Involved	Timeline
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/ February
Communication of Information Principal re: Transition to Kindergarten	Principal, Kindergarten Teacher/Educator Team	February/ June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal/ Kindergarten Teacher/Educator Team/SET/Parents/Agencies	March
Transition to Kindergarten Activities	Principal/ Kindergarten Teacher/Educator Team	February/ June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team	March/ June
Curriculum Night re: Kindergarten Programs	Principal/ Kindergarten Teacher/Educator Team	Spring/ Fall
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

3 Programs that Support Early Identification

Fair Start: Fair Start Screening provides information regarding a student's overall development in the areas of Speech and Language Development, Fine and Gross Motor Skills and Social Development and Self-help Skills.

Oral Language Assessment (OLA): OLA data provides insights into the level of oral English structures a student can listen to with full understanding (receptive language).

Developmental Reading Assessment (DRA): DRA data determines a student's reading level and areas where they require additional support.

Assessing Math Concepts Formative Assessment: Assessing Math Concepts focuses on important core concepts that must be in place if children are to understand and be successful in mathematics.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
“Inspiring our Students to Succeed and Make a Difference”

Report No: 45
Date: June 17, 2019

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Cathy Tsubouchi, Superintendent of Business/HR

SUBJECT: Signing Officers of the Board

**STRATEGIC
PRIORITY:** Stewardship

Background

Due to staffing changes, we need to update our signing officers.

Administrative Recommendation

That, effective June 18, 2019, signing officers for Superior-Greenstone District School Board be any two of the following:

Nicole Morden Cormier, Director of Education and Secretary to the Board
Cathy Tsubouchi, Superintendent of Business and Treasurer
Charlie Bishop, Superintendent of Education
William Goodman, Superintendent of Education
Dianne Williams, Manager of Accounting Services
Brent Harris, Manager of Financial Services

Respectfully submitted,

Cathy Tsubouchi
Superintendent of Business/HR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 46

Date: June 17, 2019

TO: Chair and Members of the
Superior-Greenstone District School Board






FROM: Nicole Morden Cormier, Director of Education



SUBJECT: Director's Monthly Report: June



STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship, Relationships

This monthly summary provides an overview of some events and initiatives that support, directly and indirectly, the Objectives of our Multi-Year Strategic Plan.

	<p>The school hosted the Grade 8 Transition Day with a hot dog lunch, tour and afternoon of CHAOS (whole school activity - in school houses). A number of trips to Pukaskwa National Park are taking place.</p>
	<p>The school hosted the Jump Rope for Heart fundraiser where they raised over \$2000.00 and continued to build capacity and understanding of the importance of healthy living. The school is looking forward to their Welcome to Kindergarten BBQ.</p>
	<p>The school hosted the 5th annual Marathon High School Pow Wow, welcoming hundreds of students from surrounding schools, and many community members. We celebrated the end of our school with this traditional Anishnabe pow wow with learning teachings, good food, wonderful drumming, singing and dancing.</p>
	<p>Margaret Twomey Public School was pleased to welcome presenters from Provincial Legislature outreach program. They held a morning workshop for grade 4/5 students who learned about government and the democratic process.</p>
	<p>On May 24th LSHS hosted their Relay For Life event which raised <u>\$27,068.12</u> for the Canadian Cancer Society. On May 29th LSHS had the pleasure of hosting Vikas Swarup who is the High Commissioner of India to Canada. Mr. Swarup is also known for writing the book Q&A which was made into the 8 time Oscar award winning movie, Slumdog Millionaire. This was the first time that Mr. Swarup has spoken at a high school in Canada. He answered a range of questions from the world of diplomacy to the world of writing and reading.</p>

	<p>On June 6th, the Grade 5-8 students hiked another segment of the Casque Isles Trail. The students had a great time exploring our backyard and engaged in tremendous learning about the natural environment!</p>
	<p>SPS Students were treated to a very informative visit from the "Sea Change" crew. They taught students and staff about the impact of climate change on Lake Superior and challenged us to think about what we each can do to support keeping our Great Lake - Clean, Clear, and Cold! Students and staff travelled to Rossport to complete a beach cleanup. SPS School Council offered a presentation to support parents in optimizing nutrition for their children. Dr. Chris Afarano ND spoke to parents and staff about supporting healthy eating at home and school.</p>
	<p>On May 23 the Jk-4 classrooms engaged in an Outdoor Day activity. Students and staff braved the rain to collected natural items from the school yard. Students then engaged in building a journey stick of their experience using the natural environment items they collected.</p>
	<p>Student Leadership at its finest! Due to unforeseen circumstances, the annual regional Floor Hockey tournament was cancelled this year, but this didn't stop Shelby and Dakota from stepping up to make something happen for the 3 schools in Nakina. Together they created teams, a schedule for a one-day round robin tournament and sent notes home to advertise and invite members of the community to come and watch. A "Nakina Cup" was even created with the hope that this might turn into an annual event.</p>
	<p>Each of our students wrote a thank you card to a member of our MMPS staff showing their appreciation of that staff member during Education Week.</p>
	<p>A busy month but it is important to appreciate our trustees visiting and helping with our Breakfast Program! There are several upcoming events including Track and Field, Swimming Events, National Aboriginal Day, and Beardmore Powwow that the school is excited to participate in with students and staff</p>
	<p>The Pow Wow was a tremendous success thanks to Mr. Vanden Broek who tirelessly worked to coordinate the event. The director of the short documentary named: "Turning Tables" came to GCHS and along with a singer and dancer produced some excellent HOUSE music infused with Indigenous beats.</p>
	<p>To kick off Education Week staff and students at DPS went on a hike to promote the positive impact that physical activity and relationship building have on academic achievement. We have a family hike planned for mid-June to continue promoting the importance of using our outdoor spaces to promote learning!</p>

	<p>The SK/1 class continues to make a difference in their community. They have created a survey to determine if people in our community would be open to reducing our use of plastic bags. They are using this data to make some recommendations to Nipigon Council.</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSedQPZt0tsFV9tLIG7Uokx38YD5h9Co-VgnoPPKHwYd3bHG_g/viewform?usp=sf_link</p>
	<p>It has been a busy time at NRHS! Soccer teams had an overnight trip to Marathon, students traveled to the Marathon Pow Wow and the Lakers on the Land Outdoor group had an overnight camping trip to Rainbow Falls Provincial Park.</p>

Stewardship: Student Senate Celebration

Student voice through leadership is a key goal of our Multi-Year Strategic Plan, as students work collaboratively to make a difference. On Tuesday, June 4, 2019, the Student Senators from across the district came together to not only share and celebrate their leadership and learning from this school year, but to continue to develop and hone their leadership skills, to collaborate with students from all other SGDSB schools (both elementary and secondary schools), to identify actions to promote meaningful change, and to understand how to put these ideas to work in their own school and community. Our Student Trustees, Logan Furoy, Stephanie Rathwell and Sydney Schwantz planned and facilitated the day; one that was filled with activities that celebrate the leadership work that took place this past year and promoted team building. Observing the students as they came together to positively support one another, cooperated and collaborated was extremely powerful. They have provided us with some feedback for improving our Student Senate next year. This group continues to grow and our work will be refined, due to the courage and leadership of these students.

Well-Being, Learning, Relationships: The Achievement, Well-Being and Equity (AWE) Committee

Two and a half years ago, a committee was established with the sole purpose of ensuring that a number of Board initiatives dedicated to well-being (Behaviour Management Supports (BMS), Trauma Informed Schools, Restorative Practices, and Strength Based Resilience) were aligned with the goals and purposes of other Board initiatives, and that any new initiatives were implemented with this alignment in mind. The committee consists of representatives from all sectors of the organization, including union presidents, and represents a cross-section of people with differing perspectives. The committee quickly became aware of the need to make equity as much of a focus as achievement and well-being, and followed the lead of the Ontario Education Equity Action Plan, which recognized that equity needed to be woven together with achievement and well-being in a way that made them inseparable. Such a realization forged the direction of the committee, and with it a new name, and a renewed purpose: the AWE Committee, weaving achievement, well-being, and equity together, with the purpose of supporting the Multi-Year Strategic Plan by ensuring, enhancing, and promoting the alignment of achievement, well-being, and equity within the Board initiatives through collaborating, communicating, and consulting with representatives from all sectors of our Board.

As part of their work, the committee developed a Staff Well-Being Survey to obtain staff voice on components of well-being within their work sites and within the Board. The committee met last week to view the survey results, and to decide on a plan of action in response to that feedback from 123 staff. From the number of themes that were presented throughout the survey results, the committee realized that by making communication a priority of its action plan, it could have an impact on other thematic areas that were evident. As such, the committee's theory of action in response to the survey results is:

if we effectively communicate information to all staff in a manner that also allows for appropriate feedback, then we will positively impact staff well-being. As part of the process, the committee co-constructed success criteria using the guiding question, “what counts, what matters, what is important when effectively communicating information to all staff?” The survey results will provide a baseline metric for the committee to measure their action plan. The committee will also endeavor to make itself and its work better known to all staff of the Board.

Relationships & Well-Being: Dr. Kristen McLeod

On May 15th we had the privilege to hear and learn alongside Dr. Kristen McLeod, a clinical Psychologist who specializes and supports children and families who have high levels of stress and trauma. At this event we had K-12 Educators, ECEs, Guidance Counsellors, Grad Coaches, Attendance Counsellors and Principals who all left with a better understanding of not only their students ability to cope and manage stress, but also how important their role is in ensuring a safe and secure relationship in which to support students and their families.

Well-Being & Stewardship: Outdoor Classroom Day

On May 23rd, SGDSB embraced the global event, Outdoor Classroom Day. We celebrated the amazing opportunity we have in our schools to access a variety of learning environments from rolling grass, to swampy low lands, rocks and boulders as well as trees and forests. We are extremely fortunate and can benefit from the learning and well-being opportunities that being outside provides our staff and our students!

Relationships & Well-Being: Knowing the Learner

As part of the NTIP program, the Multi-Disciplinary team led new SGDSB educators through Module 2 of the Know the Learner program. The day focused on the importance of getting to know each individual learner in your classroom and gathering and using information available to develop learner profiles. Educators were provided with the opportunity to collaboratively work through sample IEP's, report cards, psycho-educational reports, student work, and conversation logs, to determine how information can help shape the educational programming for each student.

Our May Hot Topics in Special Education session featured Stacey Wallwin who presented information on the most common types of assistive technology being used by our students. SET's and Administrators were able to ask questions and troubleshoot using their own devices and Stacey was on hand to answer any questions they had. It was a fantastic learning opportunity for staff to build their capacity which will assist our exceptional learners to maximize their use of the assistive technology available to them. These sessions will continue next year and have been a productive and fiscally responsible way for our SET's to connect with and learn from each other.

Well-being/Relationships: After School Program

Relationships are at the heart of the Superior-Greenstone District School Board, and opportunities for schools, families, and communities to connect in supporting children and youth through key transitions is of great importance to us. One of the many opportunities throughout our system to make these connections is the After School Development Program. The intention of the program is to build capacity in enhancing and facilitating a sustainable process that will support transitions from preschool to kindergarten, and will focus on enhancing the development of social skills, emotion regulation, and executive functioning skills consistent with best practices for early years. Goals of the program include the development of relationships with new families, increased social/communication skills of children with ASD, and improved knowledge and support to intervention for children with ASD. This year our

program ran in both Nipigon and Manitouwadge and they were both a huge success with increased registration from our previous year. Our facilitators: Celina McKinnon, Nickie Chick, Tatum Blanchette, and Jennifer Johnson did a wonderful job in planning and providing great programs where parents and guardians participated in multiple presentations from agency professionals while children engaged in fun, play-based activities with new friends.

An evening presentation will also be provided as part of the After School Development program at SPS this month to families of children K-8 that will focus on 'Healthy Activities and Routines to Promote Well-being and Success at School'. We are excited to host this evening session where we can have great conversations with families. Next steps include planning the expansion of the program to other areas in our district so that we may help to meet the needs of more families with children with autism spectrum disorder or other learning needs.

Photovoice "The Person You are" (Trustees will view this video at the Board Meeting)

In the first semester of this year, students and staff came together in the Contemporary Aboriginal Voices class to explore the question of identity and represent it in the form of a Photovoice project entitled "The Person that You Are". The students in the project represent almost all of the communities that comprise Geraldton Composite High School. They include Indigenous and non-Indigenous. The songs, pictures, and narratives all come from them as they traveled through their journey of identity.

We recognized that while we had differences of background, heritage, and ideas, we also had commonalities. One of the things we discovered that brings us together is this land. The formation of identity is one of the developmental tasks all adolescents go through and facilitating that process is an important task for educators.

The work was shared with the GCHS staff, community members at the Geraldton Pow Wow, among principals and on social media. Their stories resonated and there have been over 3,000 views of their work, over 1,000 engagements, 43 likes, and 15 loves, and 22 shares. All of this from our board platform alone. Their voice is far reaching and Minister Patty Hajdu also viewed it and hoped to share with Prime Minister.

Kairos Blanket Exercise - Relationships

Positive relationships create close social bonds, which fosters a sense of belonging and identity. At Marathon High School this month, we were fortunate to participate in the Kairos Blanket Exercise with Board staff, students, community members and a Board Trustee. This exercise walks participants through 500 years of Indigenous history in an interactive learning environment. It is a very powerful exercise that allows participants to learn the history of Canada through the relationship with Indigenous people. This learning was a clear example of enhancing our learning with the goal of empowering individual identity and enabling a sense of belonging. At the end of the day, participants were encouraged to further their learning with the book, Seven Fallen Feathers as a take away to share with others in the District.

Learning: Senior Elementary Trades & Technology Career Exploration/Transition Events

In partnership with Skills-Ontario and the Ontario Youth Apprenticeship Program System Lead, SGDSB organized and implemented the Senior Elementary Trade and Technology Career Exploration/Transition event at Marathon High and Geraldton Composite High. The "Trades & Technology Career Exploration/Transition Event" is aimed at increasing hands-on learning experiences for senior elementary students in the trades and technology field. During the two events, 180 students from feeder schools across the region experienced technical workshops that promoted creative thinking,

problem solving, communication and math skills needed in careers associated with trades and technology. Students also had the opportunity to meet their future technology teachers and learn about the high school technology programs, including OYAP.

Tech teachers from across the board, along with community partners were released to engage students in interactive workshops designed to educate students on the hundreds of career opportunities available in the construction, motive power, service, industrial and technology sectors. Throughout the day, students learned about the safe use of tools and equipment, completed an oil change and checked tire pressure, were involved in preparing lunch/nutrition snacks, practiced welding, and completed a metal art project and built a bird house. In addition to the workshops, students gained perspective from women working in the trades (through a presentation with Jamie MacMillan from *KickAss Careers*, networking opportunities, and women working alongside students throughout the workshops). Skills-Ontario also presented to students profiling careers in the skilled trades, the benefits and trends in the workplace, and educated them about the steps towards apprenticeship, in addition to other pathways to a career in the skilled trades. Overall, the two events were engaging, informative, skills-building, fun and interactive.

Learning: SGDSB Students Competed at the Skills Ontario Provincial Competition

On May 6-8, 2019, five SGDSB students travelled to the Toronto Congress Centre to compete in the Skills Ontario Provincial Competition. This event is Canada's largest skilled trade and technology competition and offers a unique opportunity for top students to demonstrate that they are the best of the best in their field. Over the two and a half days, they turn the heads of their educators, family, friends and prospective employers. Tristan Colwell (LSHS) came in 4th in the Individual Carpentry competition, Alexandra Martin (LSHS) came in 8th and Manira Robar (GCHS) came in 10th for CNC Woodworking. Unfortunately, due to illness Walt Hoffman and Manira Robar had to withdraw from the Team Carpentry event. Congratulations to all competitors for your efforts and for being great ambassadors of our board. A special thank you to Maurice Thiboutot and Brian Slean for coaching.

In addition to competing, students and staff participated in an interactive career fair where over 70 businesses, colleges, apprenticeship programs, unions and government programs set up booths, and provide activities related to the skilled trades and technologies. Alexandra Martin also had the opportunity to participate in a Young Women's Conference which allowed her to explore careers in the skilled trades and technologies by participating in hands-on activities and speaking with mentors.

Stewardship & Relationships: A Seat at the OYAP Coordinators Provincial Association Table

On May 26-29, 2019, Shawna Grouette participated in the OYAP Symposium in Windsor, Ontario, where she participated in workshops involving connecting experiential learning to skilled trades, sharing effective practices, an OYAP Joint Ministry Information Session, and partook in a behind the scenes tour of the Windsor Casino to learn about career possibilities. In addition, she was once again named one of two Northwestern Ontario representatives on the OYAP Provincial Coordinators Association (OCPA) Board of Directors. OCPA is a responsive, member driven organization that facilitates communication and collaboration among its members and stakeholders to provide high quality apprenticeship programs for secondary school students. OCPA champions and promotes OYAP for the benefit of students across Ontario.

Learning: OAME Conference

On June 4th, Intermediate teachers who attended the OAME (Ontario Association for Mathematics Education) Conference, joined together demonstrating commitment to learning by striving to be current

in professional knowledge and relationship to practice. Resources were shared with each other and conversations around pedagogical practices such as: vertical learning, enhancing questioning, creating relevancy, scaffolding and assessment through portfolios were elaborated on. These practices all connect with our work moving forward in mathematics as we continue to develop in all students an ability to communicate thinking and reasoning and to apply concepts, skills and strategies to different situations.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report 46, Director's Monthly Report: June, for information.

Respectfully submitted by:

Nicole Morden Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 47

Date: June 17, 2019

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Nicole Morden Cormier, Interim Director of Education

SUBJECT: The Well-Being Strategic Priority: Baseline Data Report

**STRATEGIC
PRIORITY:** Well-Being

Background

Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive.
(SGDSB, Strategic Plan, pg. 14).

As this year is the first for the implementation of the MYSP, this report and the attached appendix aim to drive discussion around where Superior-Greenstone District School Board is in terms of available baseline data (qualitative and quantitative) from 2018-2019 that supports the Aim and Objectives of the Well-Being Strategic Priority. This report will also outline planned next steps to continue to foster the conditions that promote well-being for our students and staff.

Well-Being Strategic Priority Aim:

We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths.

Current Situation

Superior-Greenstone District School Board believes that “our responsibility as educators is not only to educate young minds but to support young people in developing and building their identities, individually and together” (SGDSB, Strategic Plan, pg. 7). To achieve this we recognize that well-being, achievement, equity and the development of identity must be explicitly attended to in our system in an ongoing manner. It is our responsibility to create the conditions by which well-being is fostered, for both our students and our valued staff.

While there are many “models” that articulate the components necessary to foster strong well-being, what is common is the understanding of the need to foster “a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social and physical needs are being met” (Ontario Ministry of Education, 2018). Promoting well-being is about fostering learning environments that encompass all four of these domains of well-being.

- Cognitive — the development of abilities and skills such as critical thinking, problem solving, creativity, and the ability to be flexible and innovative.
- Emotional — the ability to learn about and experience emotions, and understand how to recognize, manage, and cope with them. It includes developing a sense of empathy, confidence, purpose and resilience.

- Social — the development of self-awareness, including the sense of belonging, collaboration, relationships with others, and communication skills.
- Physical — the growth and development of the body, affected by physical activity, sleep patterns, healthy eating and healthy life choices.

Well-being is fundamental to overall student success, as students must feel safe and welcome at school, have strong relationships, and a sense of who they are as individuals, and be increasingly resilient, so that they can make healthy and positive choices, which allow them to reach their full potential. We have learned that the relationship between well-being and academic success runs in both directions; well-being can support academic success and academic success can be a catalyst for well-being (SGDSB, Strategic Plan, pg. 14).

The Superior-Greenstone District School Board believes that both individual and organizational health are important factors affecting the ability of all employees to attend work and to fully contribute to the Board's mission. We recognize the importance of fostering the conditions that promote well-being for staff, including support for positive emotions, engagement, positive relationships, finding meaning and having a sense of accomplishment (Seligman, 2017). In their document entitled, "Psychological Health and Safety in the Workplace" (2013), the Standards Council of Canada indicate that workplaces that have a positive approach to well-being are better able to recruit and retain talented staff, have less conflict and grievances, a lower disability and injury rate, less absenteeism and stronger performance and morale (pg. 1).

This is particularly important as the changing nature of teaching requires staff to engage in a greater degree of mental health and well-being support for students. Additional emphasis has been placed on fostering physically safe environments, the need for staff to engage in programs that support mindfulness, and increasing awareness of managing personal work-life balance.

Each of the Objectives of the Multi-Year Strategic Plan are intended to contribute to a deeper degree in specific areas that fall under the umbrella of "well-being". It is important to note that, while strategies and environments can continue to be enhanced to foster the development of positive well-being for both students and staff, the ultimate responsibility for personal well-being rests with the individual. Students must be taught the strategies that will support self-regulation.

Next Steps

The metrics that are included below provide baseline information that, when combined, can provide a sense of the level of well-being that exists in our system. There currently are no tools available to us that precisely measure well-being, due to its significantly complex nature. We thus are considering several metrics that provide some indication of the level of well-being that currently exists; many of the metrics and indicators are also examples of how we are explicitly creating the conditions that foster well-being in the system and will ultimately have an impact on learning.

The attached appendix provides the required baseline data in the areas of the Well-Being Strategic Priority, as we focus on fostering the conditions for both student and staff well-being.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 47, The Well-Being Strategic Priority: Baseline Data Report, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Interim Director of Education

Sources Cited

Ontario Ministry of Education, Ontario's Well-Being Strategy for Education, Discussion Document, 2017.

Seligman, Martin. <https://ppc.sas.upenn.edu/learn-more/perma-theory-well-being-and-perma-workshops>, 2017.

Standards Council of Canada, Psychological Health and Safety in the Workplace, 2013.



Appendix to Board Report No: 47.....Strategic Plan Baseline Report

The Well-Being Strategic Priority: Baseline Data Report

Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive.
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Well-Being Strategic Priority Aim:

We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths.

BASELINE DATA FOR STUDENT WELL-BEING

Strategic Plan Metric: Student Achievement

It has been recognized that identity and belonging strongly contribute to the development of student well-being. The Multi-Year Strategic Plan is grounded in ensuring that our students are engaged in learning that allows them to develop their own individual identity, as well as their identity as members of their community. Within this learning, we also aim to further “build capacity for intercultural understanding, empathy and respect” (SGDSB, Strategic Plan, pg. 14).

Student Achievement and Well-being are reciprocal in nature, thus the following measures provide student achievement information that can be analyzed through the lens of well-being.

INDICATOR: Board Learning Plan - Student-Centred, Well-Being Theory of Action

Many of the actions that educators are expected to take to increasingly foster well-being in their classrooms and schools have been articulated in the Student Centred, Well-Being Theory of Action within our Board Learning Plan for Student Achievement and Well-Being. We have been exploring this theory for the past four years.

Our Learning Theory: If we foster learner centered environments and pedagogy that is responsive and inclusive, promotes the academic, behavioural, cognitive and psychological engagement of all learners, and reflects learners' strengths, needs, learning preferences and cultural perspectives, then learners will possess an increased sense of belonging and be motivated to learn (persistence).

During 2018-2019, almost all staff were engaged in deepening their understanding of how positive relationships impact all aspects of well-being, including safety, regulation, belonging, positivity, engagement, identity, mastery and meaning. *The Third Path: A Relationship Based Approach to Well-Being and Achievement* was introduced through a designated Professional Development Day, which not only included permanent staff, but occasional staff as well. While the PD Day primarily focused on how every staff member can foster these conditions, staff were also encouraged to think about their own well-being during this day. These eight hierarchical conditions support student well-being and academic achievement and together they create an environment for students to flourish. We are at the initial stage of implementation this year which involved staff becoming aware of this research and beginning to embed those methodologies into their practice. All schools and Board Leads are engaged in promoting this learning within professional development that is offered this year and that will be offered next year.

A key component to fostering positive well-being is the need to develop abilities such as critical thinking, problem solving, creativity, flexibility and innovation are developed (Ontario Ministry of Education, 2013). Consequently, the enhanced Board Learning Plan for Student Achievement and Well-being will have a focus on nurturing quality thinking in all environments of our school district, including the leadership and management learning environments.

INDICATOR: Graduation Rates

The Ministry of Education publishes the graduation rates for every publicly funded school board in Ontario, as enhancing public confidence and helping students achieve excellence are key goals of Ontario's renewed vision for education. Our board's 2017 rate is based on the cohort of students who started Grade 9 five years prior, in 2012-2013.

Provincially the graduation rate for Ontario students has been increasing, from 68% in 2003-04 to 79.8% (4-year grad rate) and 86.3% (5-year grad rate) in 2017. The provincial graduation rates for 2018 have not yet been published.

The five-year graduation rate for Superior-Greenstone DSB for this cohort is 69%. This is a one percent drop from 2016's rate of 70%.

The four-year graduation rate for Superior-Greenstone DSB for this cohort is 58%. This is a five percent drop from 63% in 2016.

We are optimistic that we will see an increase in our graduation rates for 2018 because of the many interventions, supports and programs that have been introduced since 2016. Some of these include Graduation Coaches, enhanced Student Success Team practices, increased experiential learning opportunities, culturally relevant pedagogy, Summer Co-operative Education opportunities and many job-embedded learning opportunities to support teachers in their classrooms.

INDICATOR: Taking Stock

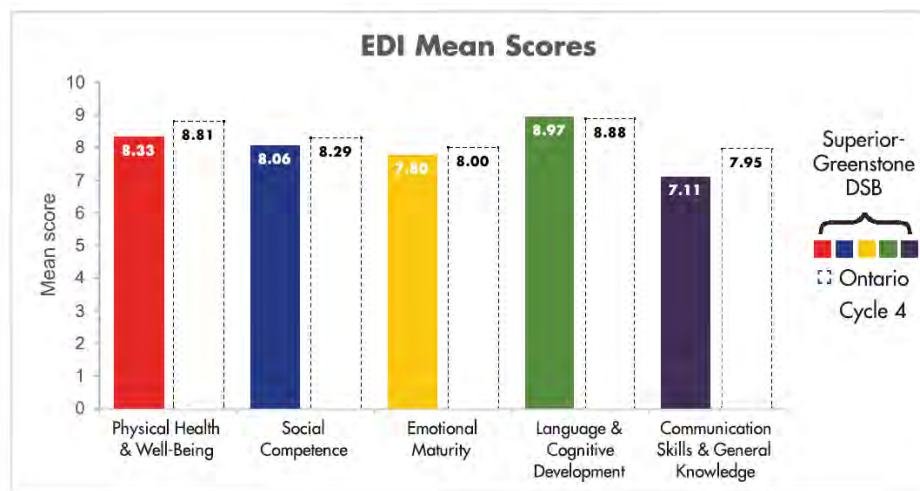
Taking Stock is a report generated at the secondary school level and then collated into board results based on the identification and data of at-risk students, along with the tracking of interventions in place to support these students. For purposes of Taking Stock students may be identified to be at-risk due to a variety of factors relating to credit accumulation, attendance, mental and/or physical health or other personal circumstance.

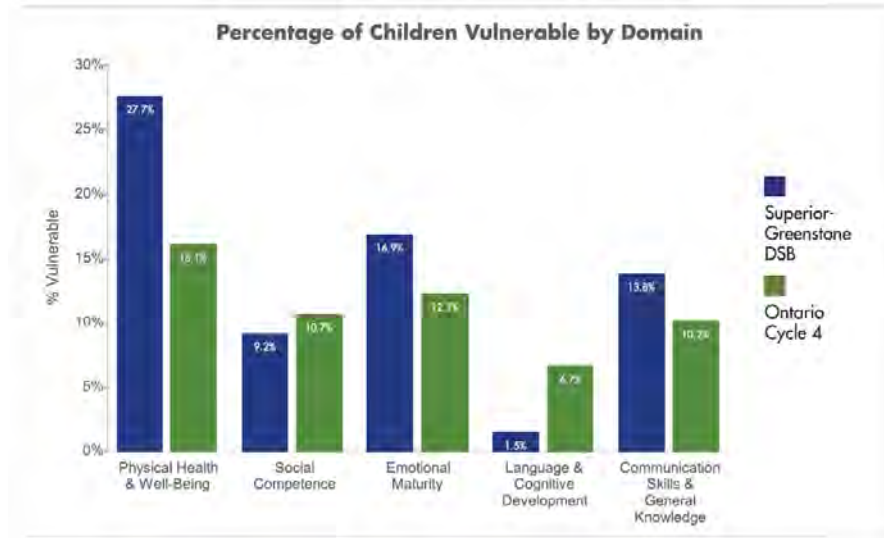
During 2017/2018 school year, our Taking Stock report identified that 294 secondary students (47%) were at-risk. We are optimistic that through a variety of interventions, supports and programs these students will demonstrate success and will be able to follow a pathway chosen and designed with them

that helps them strengthen their skills, enhance their well-being and increase their abilities to increase achievement and support a successful future. Examples of these interventions, supports and programs include Behaviour Management Systems (BMS), Strength Based Resilience, Trauma Informed, Restorative Practices, Assessment of Basic Language and Learning Skills (ABLLS) and Assessment of Functional Living Skills (AFLS), enhanced transitions, new attendance practices, Graduation Coaches, tutors and Child and Youth Workers.

INDICATOR: Early Development Instrument (EDI)

The **Early Development Instrument (EDI)** is a provincial assessment that measures children's ability to meet age-appropriate developmental expectations at the end of the Kindergarten program. It focuses on the overall outcomes for children as a health-relevant, measurable concept that has long-term consequences for individuals and populations. The data from its collection helps monitor the developmental health of our young learners who are approximately 5 years of age. The most recent collection of information took place in the spring of 2018 and we are currently waiting for our final reports from that cohort. We can however highlight the results from 2015 (the last time that the EDI was administered) as this is the information we have been using to support our work. You will see below that the category of Physical Health and Well-Being has been our most urgent need; thus our programs have responded to this need.





INDICATOR: Ages and Stages Questionnaire

Early identification of social-emotional challenges can make all the difference to a young child. **Ages & Stages Questionnaires: Social-Emotional, (ASQ:SE-2)** is a parent-completed, highly reliable system focused solely on social and emotional development in young children which is currently being utilized by SGDSB Kindergarten and Special Education teams to help support families and children identify and provide appropriate intervention pathways. We are in the process of completing our first year of the utilization of this tool. Moving forward we will be able to track and monitor the use of this tool during our transitions to Kindergarten as well as identifying pathways and supports to meeting children's social emotional needs while they are in our 2-year Kindergarten program.

INDICATOR: "At Risk" Students in Cooperative Education/OYAP

Learners in Cooperative Education/OYAP programs will develop the knowledge, skills and characteristics that will lead them to increase their self-esteem and become self-aware, personally successful, economically productive and actively engaged citizens. Cooperative Education/OYAP work placements expand learning opportunities outside school to include community-based, civic, humanitarian, scientific and artistic activities, as well as cross-cultural and international experiences. Students will benefit by engaging in experiential learning opportunities from a wide array of prospects both inside and outside of school that are compelling and contribute to their success. Delivery of comprehensive education and career/life planning programs through Cooperative Education/OYAP, will allow students, in particular "at-risk" students, to leave secondary schools with:

- a clear plan for their initial postsecondary destination,
- confidence in their ability to implement and revise their plans throughout their lives,
- a positive sense of self/spirit,
- real life work experience,
- global competency skills, and
- hope for a promising future.

Indicators of success include:

- Increase in student achievement/evidence of academic, cognitive, behavioural, psychological engagement
- Increased grad rates and student attendance
- Co-op/OYAP Provincial Reports will show an increase of program participation
- Meeting success criteria as outlined in the Board Theory of Action

- Increase student participation in experiential learning opportunities (e.g., Career exploration events, Trade and Tech days, pathways planning, opportunities to highlight global competency skills, etc.)

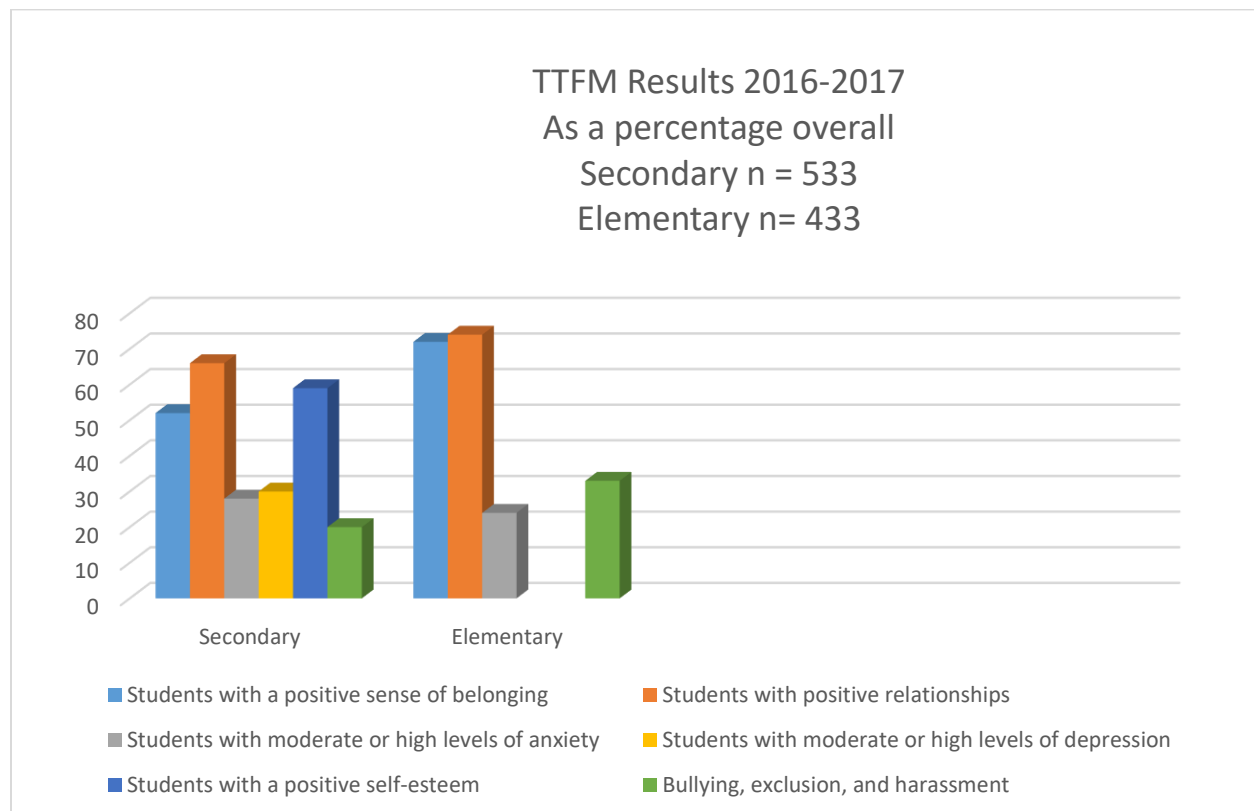
We have recognized the need to develop a tool to measure the growth of “At-Risk” Learners in COOP/OYAP placements, as we establish baseline data for our work moving forward.

Strategic Plan Metric: Mental Health

“Positive Mental Health involves helping school boards develop and implement mental health and addiction strategies and working with staff to support positive mental health for all students, including supporting those with mental health needs or addictions (Ontario’s Well-Being Strategy for Education, Fact Sheet for Parents)”. To foster the positive well-being, students must be supported in their social and emotional needs.

INDICATOR: Tell Them From Me (TTFM)

The OurSCHOOL (formerly Tell Them From Me) Survey is a complete evaluation system for measuring student engagement, well-being, classroom climate, and other factors known to affect learning outcomes. Information is captured from students to inform school policy and practice. We have been running these surveys every other for the last six years and the data captured allow us to see changes over time in specific domains. For report we focussed on the following areas: positive sense of belonging, positive relationships, positive self –esteem, bullying, exclusion and harassment, anxiety and depression. Some questions are asked of secondary students that are not asked of elementary students and the grades covered for elementary are 4 – 8. The data below is from 2016-2017 and we will have the data from this year to analyze by the end of June. This data represents the entire system as a whole and each school receives their own report as well. The school and system analysis allows us to make quality improvement in our services and practices and track the efficacy of these changes over time.



INDICATOR: Mental Health Nurse Supports

We have two mental health nurses that service some of our high schools and elementary schools and one social worker for elementary schools in one region

Mental Health Nurses statistics:

- Average number of students seen in a year – 199 (Face to Face = 141: Telephone = 58)
 - 85% of students are seen with first 7 days of referral
- Presenting issues include: anxiety, self-harm, suicidal ideation, mood regulation, substance use/misuse

Social Worker statistics (elementary only):

- Average number of students = 30
- Presenting Issues: family dynamics; trauma; self-harm; anxiety; emotional regulation; coping skills; stress

Other internal and external services:

- *Dilico Anishnabek Family Care, Child and Family Services, North of Superior Counselling Services* also support our students' mental health needs. We also have Child and Youth Workers who deliver social emotional learning in our schools. We also have de-identified **psychiatric and psychological consultations** that staff teams utilize in order to formulate plans for students and these consults serve often as confirmation of existing practices and exploring alternative practices. We have had 6 of these consultations with staff.
- "The Doctor is In" sessions are opportunities each month where a child psychiatrist provides professional learning and consultation to support staff in next steps to determine plans of care and programming. This year we were able to have over 15 consultations with our child psychiatrist.
- We also participate in **situation tables** across the district. A situation table is a strategic alliance of human services, guided by common principles and processes in order to mitigate risk situations in a timely manner, usually within 24-48 hours. The term "table" highlights that it is a meeting, which convenes regularly, with police and other human service professionals from a variety of organizations. The Northwest Centre of Responsibility (which we participate in) is collecting data on the uptake of these tables and we hope that we will have some data for next year.
- Finally, we have rolled out in certain areas *our **Joint Protocol for Student Achievement and Well-Being*** for those students in care. To date, 7 students have been part of that process with more to come next year as we continue to implement this protocol in our board.

Next Steps

- Continue to engage in quality improvement activities of our services and programs through monitoring and evaluating their effectiveness utilizing a variety of measures and means.
- Continue to partner with our parents and community partners to support overall child and youth mental health and well-being.

Strategic Plan Metric: Equity and Inclusive Education

“Equity and Inclusive Education involves identifying and removing discriminatory biases and barriers in the system to support student achievement and well-being - by demonstrating respect for our diverse identities and strengths (Ontario’s Well-Being Strategy for Education, Fact Sheet for Parents)”. It is vital that all of our students develop a positive sense of self and identity, both individually and as a collective.

INDICATOR: First Nation, Metis and Inuit Action Plan - Identity

Students will experience a sense of belonging when we are able to explore curriculum that allows them to see themselves and a connection to their cultural identity. When educators participate in their own learning about Indigenous history and perspectives, they are then comfortable with bringing this learning to their students. By increasing the knowledge of SGDSB educators about FNMI issues and raising their cultural awareness, this fosters the development of individual identity for students. Educators have been able to participate in various professional development sessions including Treaties, Truth and Reconciliation, and learning history of Indigenous Peoples through the Kairos Blanket exercise and through the FNMI Additional Qualifications course. The offering of training to teachers builds capacity to support identity building. We have also implemented Early Years resources that are supportive and reflective of First Nation, Metis and Inuit cultures and languages. This embedded approach builds capacity for educators and students to appreciate Indigenous perspectives.

We have facilitated dialogue with local First Nation communities through Community engagement sessions allowing school board staff to connect and collaborate with parents and community stakeholders about the well-being of students in our schools.

Collaboration with Indigenous community is integral in fostering development of identity for First Nation, Metis and Inuit students. Through the continued work of the Indigenous Education Advisory Committee we are able to foster supportive and engaged communities. We have increased the involvement of First Nation parents, Elders, and knowledge keepers into our schools through inclusion of the Elders in Residence program, cultural drumming, Ojibway language classes, Indigenous artists, Land-based learning and cultural teachings.

As we move forward in the current Strategic plan, we recognize the importance of continuing and enhancing our initiatives to build capacity to support identity building, including the appreciation of Indigenous perspectives, values, and cultures by all students and staff.

INDICATOR: Equity and Inclusive Education - Culturally Responsive and Relevant Pedagogy (CRRP)

CRRP recognizes that the educational system is fraught with oppression, and that to make changes, it is imperative for educators to look at their own attitudes, dispositions and practices as a way of making educational environments places where racialized and historically marginalized students can find success. The approach emphasizes that educators’ stance plays an enormous role in the success of students and that educators must explore how they look at, understand, interact with, and engage in meaningful curriculum tied to who is in the classrooms and schools. As opposed to saying something is lacking or wrong with students, these pedagogical approaches ask us to explore ourselves, our thinking, our views about our students, and our practices.

Our Approach: Critically Conscious Practitioner Inquiry

Earlier this year, team of four SGDSB system leaders attended a session in Toronto coordinated and led by the Equity branch of the Ministry of Education, entitled Culturally Responsive and Relevant Pedagogy

(CRRP). This session is part of the *Ontario Education Equity Action Plan* (2017), which calls for educators to be persistent in moving forward and addressing the biases, discrimination and systemic issues that continue to make schooling experiences and outcomes uneven, unfair and unacceptable. The four attendees along with the Indigenous Lead and the Equity Advisor are now working on an action research pilot project with schools in the Greenstone area that is focused on an inquiry question, which explores how to incorporate Indigenous ways of knowing into our curriculum and teaching practices.

The inquiry question is: What will happen when we support our school leaders to engage in learning that will increase their critical consciousness, build community connections, and create cultural safety for Indigenous students?

The inquiry will involve the school administrators further developing their relationships and partnerships with First Nation communities in the region to assist in the creation and implementation of the following:

Land Acknowledgement - in partnership with the First Nation Communities, create a land acknowledgement that can be read as part of morning opening exercises – have classes do meaningful activities that will allow students to understand the land acknowledgement, and be able to personally relate to an acknowledgement of the land.

Transitions – work with First Nations communities to develop strategies to help students from these communities transition into our schools, whether it be grade 8 to grade 9 or at any other point in their education – transitioning of students with specialized learning needs or who may be at risk of succeeding need to be planned for.

Early Years Indigenous Perspectives – work with First Nation schools and communities to determine which Indigenous perspectives can be incorporated into the curriculum and determine best and innovative practices for that implementation.

The inquiry is presently in progress and began with establishing a baseline of where schools were at in these three areas, which will be used to measure growth when we re-evaluate in December. As well all members of the inquiry team and school administrators from the pilot schools were involved in a training session with the Equity Advisor on Equity and Human Rights that focussed on recognizing power and privilege. This inquiry will serve as template for other schools to follow in the future.

Strategic Plan Metric: Healthy Schools

“Healthy Schools are key to establishing the learning conditions necessary to help students reach their full potential. With these conditions in place, students are more likely to adopt healthy, active habits and continue with them throughout their lives (Ontario’s Well-Being Strategy for Education, Fact Sheet for Parents)”. It is recognized that positive physical health is a key driver in fostering well-being. Extra curricular activities offer students many opportunities to explore their strengths, interests, identity, and to engage in new learning; each of which directly connect to the development of belonging and the fostering of well-being.

SCHOOL	PROGRAMS THAT SUPPORT A HEALTHY SCHOOL
BA Parker PS	Breakfast Program; Daily Snack Program; Hockey Skills Canada (2018-2019); Friendship Centre; Child and Youth Worker
Beardmore PS	Archery; Ribbon Dress and Skirt Making; Breakfast/Snack/Milk Program, outdoor days, Northern Fruit and Veggie Program; curling/skating off site

Dorion PS	Breakfast Program; Happily Appily Program; Daily Snack Program; Hot Lunch Program; Hiking Club; Outdoor Classroom Days; Power Off & Play Campaign; Ski/Swim/Skate Programs (off-site); The Elder is In Program.
George O'Neill PS	Breakfast Program; Snack Program; Open Gym at 8:00-8:30am; Intramural Program; Sports teams; Hockey Program/fitness program/healthy cooking program; K classroom outside for minimum of 1 hour/day in addition to lunch and activity breaks; Clubs (leadership, choir, drama, tech, beading/crafts, drumming, Girls' Club).
Manitouwadge PS	Breakfast Program; Forest School; Northern Fruit and Veggie Program; Walking School Bus (June only where possible); town clean up events in conjunction with community volunteer organizations; curling/skating programs (off-site).
Margaret Twomey PS	Breakfast program; Snack/Lunch program, Wellness Team
Marjorie Mills PS	Breakfast Program; Daily Snack Program; Ginoogaming Lunch Program (On/Off-Site); After School Meal Program; Thunderbird Friendship Centre; Child and Youth Worker;
Nakina PS	Daily Snack Program; Northern Fruit and Vegetable Program
Schreiber PS	Breakfast program; Healthy Snack program; Outdoor Event Days; Student Kindness Club (focus on school and community)
Terrace Bay PS	Daily Snack Program; Northern Fruit and Vegetable Program; Hockey Canada Skills Academy; Hot Lunch Program
Geraldton Composite HS	Intramural Sports; Homework Club; Parenting Course; Breakfast and Lunch Program (this is subsidized by communities for many of our students); Outers Program; Knightline Broadcasts; Child and Youth Worker; Graduation Coach
Lake Superior HS	OPHEA Health Schools certification- Silver 2019; Breakfast Program; Fitness Classes; Intermural Program; NOSP drop in counselling
Manitouwadge HS	Breakfast Club, Drop in mental health counselling by NOSP & SGDSB mental health nurse (1day/week), Intramurals, Open Gym.
Marathon HS	Breakfast/Snack/Lunch Program; OPHEA Healthy Schools year 4 - gold 2019; Sports; Child and Youth Worker; Mental Health Nurse; Dilico support.
Nip Rock HS	Breakfast Program; Clothing Exchange Program; Food Program; Girls' Group; Cultural Activities; Mental Health Counselling by North of Superior Programs and DILICO; Mental Health Nurse, Graduation Coach

Our next steps will be to formalize and begin to track the number of students engaging in different health schools related activities. This will allow us to target areas of need.

INDICATOR: Student Attendance

Persistent student absenteeism can be regarded as another indicator of well-being, as there is a growing recognition that school culture contributes to motivation and engagement of learners. Persistently absent has been defined by the Ministry of Education as any student/pupil who has missed 10% or more of school days for any reason, including unexcused or excused absences, over an academic year. As there are 194 instructional days in a school year, students are considered persistently absent if they are absent for 19.4 days. Superior-Greenstone District School Board students have a significant rate of persistent absenteeism, as seen on the chart below. Our schools are being encouraged to ask themselves how they can increasingly provide a positive, welcoming, safe, academically challenging and personalized environment within which students can succeed. These are conditions that can contribute to positive well-being.

Ministry of Education Elementary Persistent Absenteeism Data: 2013-2016			
Attendance Percentages	Board Persistent Absenteeism > 20 days	Province Persistent Absenteeism > 20 days	Northern Region* Persistent Absenteeism > 20 days
2013-2014	26.7%	12.8%	19.8%
2015-2016	28.2%	11.3%	21.6%
2016-2018	28.5%	13.3%	22.5%

*Northern Regions include (Sudbury, North Bay and Thunder Bay)

Trillium Board Secondary Attendance Data: 2016-2018					
Attendance Percentages	Chronic >20% Active (Active/Inactive)	Excessive 20-40% Active (Active/Inactive)	Extreme >40% Active (Active/Inactive)	Total Persistent Absenteeism (>20%) Active	Total Persistent Absenteeism (>20%) Inactive
2016-2017	0.9% (1.29%)	15% (11%)	7% (16%)	23%	28%
2017-2018	0.31% (0.9%)	15% (8%)	6% (15%)	21%	24%

INDICATOR: Extra-Curricular Activities

All schools currently offer a variety of extra-curricular activities, which we recognize are important to the development of physical, social, emotional and cognitive well-being.

Activities	Elementary (15 Schools)	Secondary (5 schools)	Total
Arts/Crafts	1	0	1

Band	0	1	1
Chess	1	1	2
Choir	1	0	0
Crochet	1	1	2
Drama	1	0	1
Green Team/Eco Teams	4	1	5
Hockey Canada	3	0	3
House Leagues	2	2	4
Lunch Recess Helpers	1		1
Lakehead University Collaborative	0	1	1
OPHEA Schools	0	1	1
Principal's Council Advisory Team	0	1	1
Reach for the Top	0	1	1
Social Innovators/Change Makers	2	1	3
Sports Teams	7	5	12
Student Council	4	6	10
Student Senate	10	5	15
Tech Club/STEM	5	0	5
WellNest Team	1	0	1

Strategic Plan Metric: Safe and Accepting Schools

“Safe and Accepting Schools set out expectations for all school boards to provide safe, inclusive and accepting learning environments that support the achievement and well-being of every student. These expectations include addressing and preventing bullying and creating a positive school climate (Ontario’s Well-Being Strategy for Education, Fact Sheet for Parents)”.

A number of initiatives have been introduced over the past few years with the intent of impacting students and staff well-being, as well as providing alternative ways to manage student behaviour prior to and instead of suspensions. These initiatives include: Behaviour Management Supports, Trauma Informed Schools, Restorative Practices, Strength-Based Resilience, and The Third Path. We will continue to enhance, support, and refine these practices in our schools to further impact the well-being of staff and students. While suspensions and violent incidents are not necessarily a reliable indicator of staff and/or student well-being and the impact of these initiatives, the downward trend over time provides a baseline for us to monitor and is a good source of data.

INDICATOR: Suspension and Violent Incident Data

Years	# of Suspensions					# of Violent Incidents				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
Elementary	103	92	57	35	35	1	5	1	0	N/A
Secondary	113	90	94	90	65	4	0	4	3	N/A
Board Totals	216	182	151	125	100	5	5	5	3	N/A

BASELINE DATA FOR STAFF WELL-BEING

The Multi-Year Strategic Plan Objectives for staff focus on developing strategic goals in four key areas:

1. Helping staff to understand their responsibility in creating and maintaining their personal work-life balance;
2. Ensuring that they foster the conditions in their workplaces that together impact well-being, including safety, regulation, belonging, positivity, engagement, identity, mastery, and meaning;
3. Having confidence that success can be achieved when we stay current in our learning; and
4. Working collaboratively to ensure a safe and welcoming learning and working environment for all.

The following metrics provide us with indicators of our success in fostering environments that promote well-being for our staff.

Strategic Plan Metric: Achievement, Well-Being and Equity (AWE) Committee Survey Data

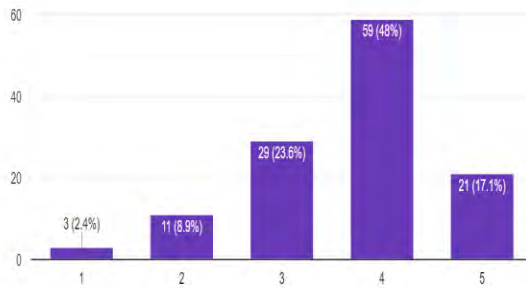
The AWE Committee created a staff well-being survey as a way to gather baseline data with regards to the psychosocial work environment, individual life practices, health and safety, prevention, and equity. The data from this survey has been collected by the AWE Committee to generate baseline data, and create a well-being and equity action plan that can be measured using the Well-Being success criteria from the Board Learning Plan.

The 25 question survey used a 5 point likert scale with one open response question that allowed staff to provide feedback on factors impacting their well-being. There were 123 respondents, and based on the survey results, the AWE Committee has identified the effective communication of information to all staff as a priority for their action plan, as a way to positively impact staff well-being. Awareness of the work of the AWE Committee is also a focus of the action plan. The survey provides a base line of data that can

be measured against the results of future administrations of the survey. Some examples of the survey follow:

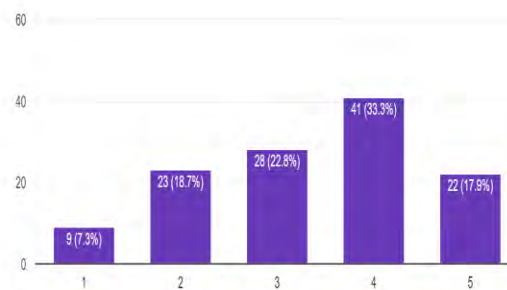
1. Our strategic plan speaks to a healthy workplace.

123 responses



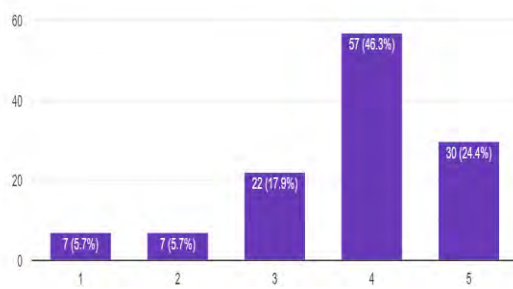
2. Well-being is important and is addressed in our workplace.

123 responses



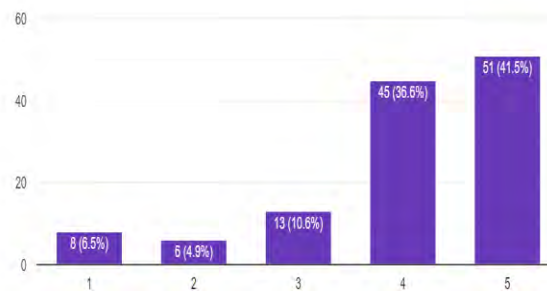
4. My job expectations are clearly defined by my direct supervisor.

123 responses



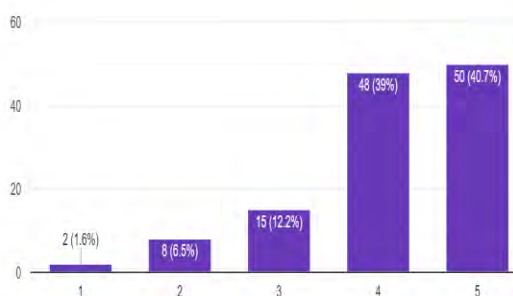
5. I have a supportive relationship with my supervisor.

123 responses



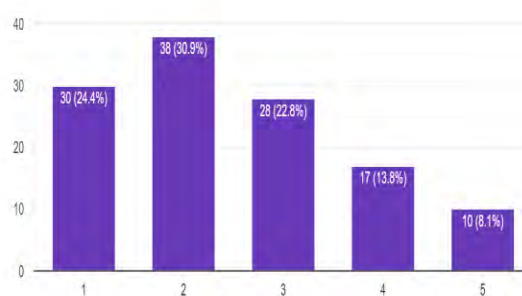
16. My job is personally satisfying.

123 responses



17. I am familiar with the work of the AWE Committee.

123 responses



Strategic Plan Metric: Employee Family Assistance Program (EFAP)

Well-being is a major factor in the quality, performance and productivity of individual staff members, and is often linked to greater amounts of mental and physical illness and thus, absenteeism.

Our Employee Family Assistance Program (EFAP), Homewood Health, is one component of our employee disability management, and disability management becomes a piece of our future Attendance Support system. Once all three components are operating together, we will be able to further support employee well-being and reduce absenteeism.

The following services offered:

- Counselling services for individual and personal problems, family and relationship issues, addictions, stress, anxiety and workplace issues and counselling for other areas of concern as identified by the employee; available in person, telephonic, video, or through e-Counselling
- Life Smart Coaching Services such as Life Balance Solutions, Health Smart Coaching Services, Career Smart Coaching Services
- Online Services include E-Learning Courses, Busy Family Child Care Resource Locator, Busy Family Elder Care Resource Locator, Health Risk Assessment, Health and Wellness Library

Usage from Sept 2018 to Feb 2019 is currently at 2.45% of the workforce based on a weighted average of 368 employees. For 2017-18 school year total usage was 7.97% of the workforce. Counselling is the type of service most accessed as 95% of cases in 2017-18, and 77% of cases in 2018-19.

The EFAP program continues to be promoted through monthly newsletters, through staff meetings, and on an individual basis. We will continue to emphasize the value of accessing these services to employees by increasing e-mail frequency and referring them one on one when absenteeism arises.

Strategic Plan Metric: Workplace Violence

Workplace violence is a complex issue that involves many facets that directly impact well-being in terms of the physical and emotional needs of staff. When considering workplace violence, prevention and de-escalation of violent behaviours are key to maintaining a healthy and safe workplace. The safety of the physical work space is also a requirement. Everyone in the school and Board must participate and commit to addressing violence and to thus, positively impact well-being for all.

The results of the 2018-19 Workplace Violence survey are encouraging.

Highlights:

- 100% of respondents know that we have a written Workplace Violence Policy in place, and knowledge of the procedure for reporting and where to find it has increased.

A comparison of this year's answers to last years answers shows that we have increased knowledge about workplace violence and responsibility of our own well-being through risk assessment. While we have a slight decrease of feeling safe at work and an increase in the concern of workplace violence, this may be the result of 1) introducing our eBase online school incident reporting system, and 2) workplace violence risk assessment reporting.

Staff received training on the system and can now report violent incidents online, with references to the policy and definition of workplace violence displayed as the employee completes the report. Administrative staff received training on workplace risk assessment last spring and the assessment form is also available and completed through our eBase reporting platform. Now that employees are better informed and have access to these forms online, they are able to more easily identify the risks and recognize the significance of reporting incidents and workplace hazards to contribute to the overall health of our workplace and to their own well-being.

Going forward in the 2019-2020 school year, a training module on the eBase system and incident reporting will be included with our annual Wellnet training bundles to all employees. The data collected by the survey will be used to analyze gaps and rectify with more specialized training and additional procedures for handling workplace violence as it happens.

INDICATOR: PPM 140 – Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorder

Structures and supports were implemented in the 2018/19 school year that had a deep impact on staff knowledge and the application of teaching practices based in Applied Behaviour Analysis (ABA) and Behaviour Management Systems (BMST) principles. These structures and supports included:

- Positive Behaviour Support Project
- Hiring of Positive Behaviour Interventionist
- Implementation of school-based student support teams

Teams were able to collect and analyze information on an ongoing basis to identify underlying needs of student behavior, measure student progress in the acquisition of new behaviours and skills, and identify skills to be taught and included in IEPs/Behaviour Success Plans. This practice allowed for collaboration and intentional planning based on data to support student success.

These meetings and discussions, as well as other debriefing practices, not only served as preventative measures at designing student programming, but also provided time for collaboration amongst teams which increased safety, reduced stress and enhanced wellbeing for both staff and students.

Schools who have students with Autism Spectrum Disorder complete the PPM 140 as a team each year. The below graph shows results from 10 of our schools in Superior-Greenstone.

Functional Behaviour Assessments (FBA) is a process that explores the reason why a student may be engaging in maladaptive behaviour. This includes direct observations, discussions with family and student (if appropriate), review of necessary records, as well as data collection.

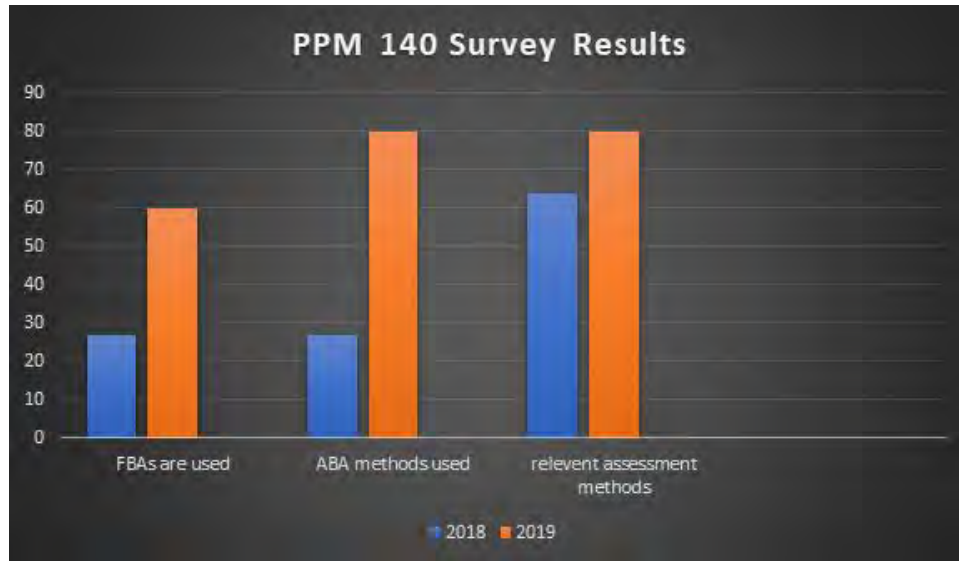
- 2018 – of the schools reporting 27% used FBAs all the time
- 2019 – of the schools reporting 60% used FBAs all the time

ABA Methods/principles include individualized programming, the use of positive reinforcement, ongoing data collection and analysis, and an emphasis on the generalization/transfer of skills.

- 2018 - of the schools reporting 27% used ABA methods all the time
- 2019 – of the schools reporting 80% used ABA methods all the time

Relevant assessments used within ABA To date, this includes Antecedent, Behaviour, Consequence (ABC) analysis, Functional Behaviour Assessments (FBA), preference assessments and student-specific, criterion-based assessments to identify strengths and needs. The Assessment of Basic Language and Learning Skills (ABLLS) is an assessment, teaching protocol, and skills tracking system that covers a breakdown of skills within a developmental sequence to age 4.5 in specific skills areas of language, social interaction, self-help, academics and motor skills. The Assessment of Functional Living Skills (AFLS) was also introduced this year in partnership with the Association of Community Living. This assessment is like the ABLLS in its format and helps us to identify strengths and areas of need for older children and youth requiring support in alternative learning areas. Our past work with BMST has also provided us an ecological system view to help provide more in-depth information regarding the multiple relationships/environments that have an impact on an individual.

- 2018 – of the schools reporting 64% used these assessments all the time
- 2019 –of the schools reporting 80% used these assessments all the time

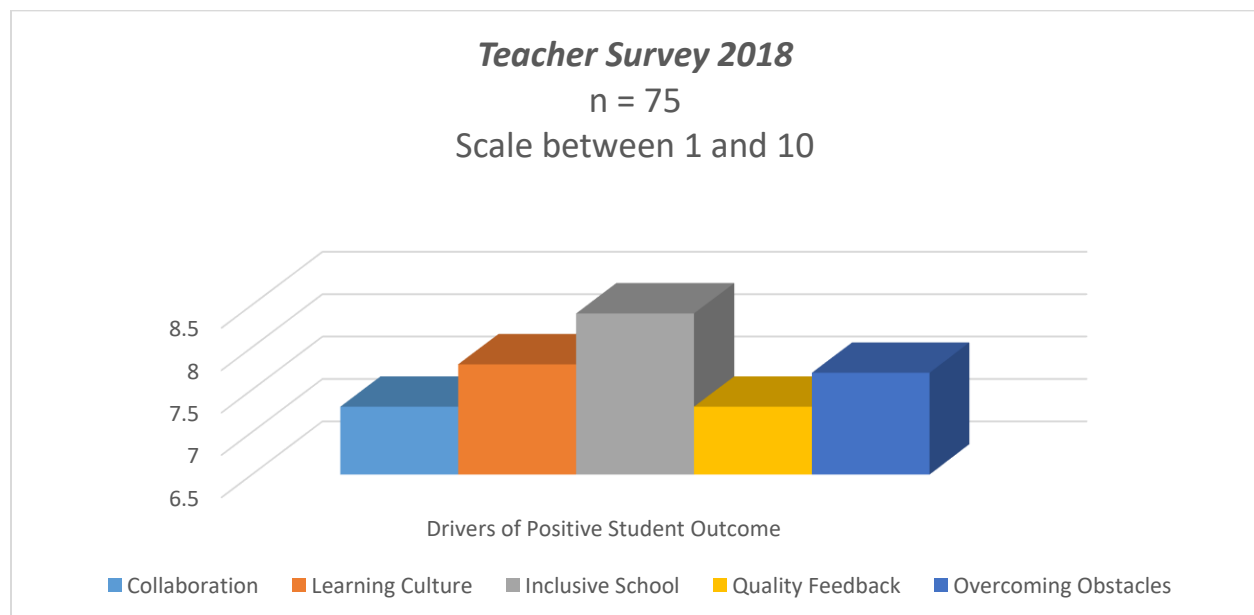


While we are pleased with the results to date, it is essential that all staff continue to be supported in their understanding of behaviour and how to foster environments that promote regulation.

Strategic Plan Metric: Tell Them From Me Data Teacher Survey

The Tell Them From Me by-annual Teacher Survey provides us with some insights into the impact of the factors that we have put into place to support positive well-being for teachers. The OurSCHOOL Teacher Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. We have summarized the findings of some of these "drivers" below. The data is on a scale of 1 – 10. Our strengths include the inclusivity of our schools and our learning culture. Other drivers are encouraging but these two stand out as clear strengths for us.



Questions That We Now Have:

Fostering well-being in our schools and in our system is a key part of the work that we are engaged in. It is work of significant complexity that will involve cultural change, which we know takes a great deal of time. Once again, several questions have surfaced as we engaged in this work. These questions will guide the collaborative work of the System Leads, Superintendents and Director, moving forward. These questions include, but are not limited to the following:

- To what extent do all staff share a common understanding of how our Student-Centred, Well-Being Theory of Action contains many strategies to foster well-being for students?
- How can we accurately measure well-being for students?
- What tools need to be designed to collect data relating to the Well-Being Strategic Priority?
- What targets can we set as we strive for future improvements each year, to ensure that we reach our objectives by 2023?
- How does the work within our Well-being Priority impact the progress we are making on the other strategic priorities?



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 48

Date: June 17, 2019

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Stacey Wallwin

SUBJECT: Technology Enabled Learning and Teaching Contact: Portfolio Update

**STRATEGIC
PRIORITY:** Learning & Relationships

Background

Aligning with our 2018-2023 Strategic Plan, Achieving Excellence: A Renewed Vision for Education in Ontario, and the responsibilities of the Ministry funded Technology Enabled Learning and Teaching Contact position, we are challenging all our learners to support learning and teaching with authentic and diverse technology to create 21st century classrooms that reflect our increasingly digital, challenging world. By intentionally incorporating technology into our schools, we support the variety of ways in which technology allows students to demonstrate their understanding of the Ontario curriculum using a strength based approach. We want our students to be more than consumers of technology; we want them to be creators. Our goal is to support our community of learners with this learning using sound pedagogical practice and safe, secure platforms.

Our goals are supported by the Ontario Curriculum as well as the Achieving Excellence: A Renewed Vision for Education in Ontario (2014): "Students will be fully engaged in their learning, building the skills and developing the attributes they will need to compete for and create the jobs of tomorrow. They will benefit from a wide array of opportunities both inside and outside of school that are compelling and contribute to their success, including the opportunity to benefit from the effective and appropriate use of technology in the classroom. In a world that is constantly changing, Ontario students will be better prepared to adapt, achieve and excel, regardless of the challenges they face."

Current Situation

In the 2018-2019 school year, technology enabled learning and teaching supported 4 main priorities within the Technology Enabled Learning and Teaching portfolio and aligned with all aspects of our Board Strategic Learning Plan:

1. Computational thinking: Computational thinking helps us solve complex problems and arrive at efficient solutions. Via at the elbow classroom visits or by participating in our Beyond the Hour of Code event, all learners had the opportunity to learn to code to support computational thinking skills in our K-12 classrooms.
2. Online Learning: Our continued use of the provincial virtual learning environment (vLE) for both blended and e-learning environments supports the safe development of online learning in our classrooms and supports learners at the senior level by extending course options beyond our individual schools and Superior-Greenstone District School Board.
3. To provide all learners with equitable opportunities to embed technology into the classroom to support 21st century learning skills: critical thinking, creativity, collaboration, communication, global citizenship and self-directed learning.
4. To support parent/guardian engagement with the implementation of Edsby which provides school-home communication via an online platform and/or app.

Next Steps

1. Continue to build capacity with all learners with 21st century skills;
2. Continue to build strong co-learning technology relationships between educators and students;
3. Build efficacy among educators with Edsby tools and increase its use and communication to support students and parents/guardians; and
4. Continued outreach to parents/guardians to register with Edsby to enhance home-school communication.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 48, Technology Enabled Learning and Teaching Contact: Portfolio Update, for information.

Respectfully submitted by:

Nicole Morden-Cormier,
Director of Education

Stacey L. Wallwin,
Technology Enabled Learning and Teaching Contact(TELTC/DeLC)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No: 49
Date: June 17, 2019

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: 2019 Summer Break and Board Business

**STRATEGIC
PRIORITY:** Stewardship

Background

Regular Board meetings are scheduled in July and August. However, there is generally a pause in the critical business of the Board through the summer break. Therefore, each year at this time the Board's practice is to consider whether a meeting is required in either July or August or if it would be acceptable to cancel.

To date, the cancellation of a Regular Board meeting in the summer has not had a detrimental effect on Board business.

In conjunction with this review, the Board has also carried a motion to ensure that the business of the Board can be conducted, regardless of the varied summer schedules with which both members of the Board and Board Administration may be engaged.

Current Situation

A Regular Board meeting is scheduled on Monday, July 15, 2019 and August 19, 2019. Should the Board elect to cancel the August 19, 2019 meeting, a notice of cancellation would be posted on the Superior-Greenstone DSB website for public reference.

The practice has been for Administration to be authorized, in conjunction with available trustees, to conduct the business of the Board as the need may arise during July and August 2019.

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 49: 2019 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, August 19, 2019, and

That, Administration be authorized, in conjunction with available trustees to conduct the business of the Board as the need may arise during July and August 2019.

Respectfully submitted by,

Nicole Morden Cormier
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No: 50

Date: June 17, 2019

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Shawna Grouette, Ontario Youth Apprenticeship Program System Lead

SUBJECT: Ontario Youth Apprenticeship Program/Cooperative Education Initiatives

STRATEGIC PRIORITY: Learning, Well-Being, Relationships, and Stewardship

Background

Ontario Youth Apprenticeship Program (OYAP) is a school-to-work program that opens the door for students to explore and work in apprenticeship trades beginning in Grade 11 or Grade 12 through a cooperative education program offered by a DSB. Students may have an opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing the requirements to obtain their Ontario Secondary School Diploma (OSSD).

One of the long-term priorities of the Ontario government is to anticipate, respond to and meet Ontario's future trades sector's labour needs, particularly through increasing the number of qualified tradespersons. OYAP helps address the priority by increasing the number of secondary school students exploring careers in the skilled trades and setting the groundwork for OYAP participants to successfully pursue careers in the trades. Through a cooperative education course, OYAP allows students to gain training in an apprenticeship trade of potential career interest.

Guided by the 2018-2023 Strategic Plan and working within the four pillars of Learning, Well-Being, Relationships and Stewardship, the SGDSB Cooperative Education/OYAP Initiatives provide students an opportunity to engage in authentic experiences through school-wide activities in the community that support them in developing the knowledge, skills and characteristics, which will lead them to become personally successful, economically productive and actively engaged citizens. These experiential learning opportunities enhance relevance, promote engagement and contribute to improved achievement, and the promotion of well-being and equitable outcomes for all students. This vision is achieved through implementation of *Pathways to Success* (2013), *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014), *Community- Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12, Draft for Consultation* (Winter 2016), *The Ontario Curriculum, Grades 11&12: Cooperative Education* (2018), and the SGDSB OYAP 2018-2019 Business Plan.

Current Situation

Currently we are working towards several main priorities:

- 1) Building capacity by providing professional development opportunities that enable teachers, principals and senior administration to increase their knowledge and awareness of the new Cooperative Education curriculum and the OYAP mandate as prescribed by the Ministry of Training, Colleges and Universities (MTCU).
- 2) Working collaboratively with Cooperative Education/OYAP teachers to reflect and implement the shifts in *thinking and practice* as intended by the new Cooperative Education (2018) curriculum. The focus this year has been on: the implementation of the new *Creating Opportunities through Co-op, Gr.11, Open*, DCO30 course; student-centred approach to learning as captured in their

Student Cooperative Education Learning Plan (SCELP); learning through application of the Experiential Learning Cycle; and, developing the skills of reflective practices.

- 3) Supporting Co-op/OYAP teachers with the implementation of the OYAP mandate as identified by MTCU in the OYAP 2018-2019 Business Plan. This includes the promotion of apprenticeship, supporting students who are participating in apprenticeship trades, engaging and supporting employers/sponsors, and increasing the participation of underrepresented groups.
- 4) Building community partnerships to provide students with experiential learning opportunities by providing students with school-wide activities and work placements within the community (e.g., Skills ON, Employment Ontario, MTCU, industry partners/employers, etc.).
- 5) Supporting the expansion of experiential learning related to the skilled trades for elementary/secondary students, and adult learners (e.g., Trade & Technology Career Exploration Events, industry tours, networking opportunities, skills competitions-regional & provincial, OYAP, etc.).
- 6) Working with students in support of successful and smooth transitions to post-secondary in all pathways whether that be the workplace, apprenticeship, college or university.

Next Steps

- 1) Continue to create opportunities to build capacity and support new curriculum and experiential learning opportunities within Co-op/OYAP to meet the needs of all learners.
- 2) Continue to implement the new Cooperative Education curriculum. The next focus would involve the mandatory learning related to health and safety and well-being, equitable access to Co-op/OYAP, and work around assessment and evaluation practices.
- 3) Continue to develop marketing and outreach activities targeted to students, educators, parents, and underrepresented groups, with initial emphasis on making these groups more aware of careers in the skilled trades and in-demand trades, and related educational requirements.
- 4) Collaborate with Indigenous communities (and other underrepresented groups) to support the expansion of experiential learning related to the skilled trades.
- 5) Continue to facilitate stronger connections between OYAP program participants and the labour market, provide Employment Ontario/MTCU information sessions for graduating OYAP Participants to discuss employment opportunities, level one training, employer incentives, tool subsidies, etc.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 50, Ontario Youth Apprenticeship Program Initiatives, for information.

Respectfully submitted by:

Charlie Bishop,
Superintendent of Education

Shawna Grouette,
OYAP System Lead

Ministry of Education

Student Achievement Division
14th Floor
315 Front Street West
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Tel.: 437-223-0358

Ministère de l'Éducation

Division du rendement des élèves
14e étage
315, rue Front ouest
Toronto ON M7A 0B8
Tél. : 437-223-0779



June 3, 2019

Ms. Nicole Morden Cormier
Director of Education (Interim)
Superior-Greenstone District School Board
P.O. Bag A
12 Hemlo Drive
Marathon, ON
POT 2EO

Dear Ms. Morden Cormier,

Thank you for your letter dated May 28, 2019, regarding the appointment of Mr. William Thomas Roy Goodman to the position of Superintendent of Education for the Superior-Greenstone District School Board effective July 1, 2019.

According to the public register of the Ontario College of Teachers, Mr. Goodman holds the supervisory officer's qualification in accordance with section 35 of Ontario Regulation 176/10 made under the *Ontario College of Teachers Act, 1996*. In accordance with subsection 285 (2) of the *Education Act*, I am therefore pleased to confirm that Mr. Goodman is eligible for appointment as Superintendent of Education with responsibilities as identified by the board.

To note the appointment of Mr. Goodman by the board, please ask staff to ensure that the position of supervisory officer is updated in the Ontario School Information System (OnSIS).

Sincerely,

E-approved by

Martyn Beckett
Chief Student Achievement Officer
Assistant Deputy Minister
Student Achievement Division

c: Leah Vanderwey, Regional Manager, Thunder Bay Regional Office



Small Schools Make a Difference

June 5th, 2019

Honourable Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Thompson,

We are writing this letter of support for the correspondence received by the Toronto District School Board sent on April 21, 2019 regarding "Exclusions of Students with Disabilities from School".

We support the current Ministry announcement to begin a consultation process on exclusions and modified school days. We are encouraged by this work as we support inclusion at SGDSB. Our SEAC wishes to extend our partnership to the Ministry in providing input and support in order to minimize exclusions. Providing continued guidance and support in determining exclusion practices would benefit all students in Ontario as we work towards more inclusive learning environments.

Thank you in advance for your consideration to this matter,

Sincerely,

Margaret McIntyre,
Chair, Special Education Advisory Committee, SGDSB

cc: Pinky McRae, Chair, SGDSB
Nicole Morden-Cormier, Director, SGDSB