



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

“Working together to engage students through meaningful learning and empower them to build the skills They need to be successful today and in the future”.

Our Vision:

“To meet the needs of all learners while Sparking curiosity and joy in learning”.

Our Motto:

“Small schools make a difference”.

Our Values:

- “Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

Regular Board Meeting 2025/08 A G E N D A

Monday, June 23, 2025 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Join the meeting now](#)

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 230 000 246#

Board Vice-Chair: Allison Jarvis

Director: Will Goodman

Location: SGDSB Learning Centre, Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.
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
Brunskill, Dr. Megan						Nesbitt, Jason					
Fairservice, Dan (<i>censure</i>)						Pristanski, Kal					
Jarvis, Allison						Michano, Julie					
Liscomb, Pat						Krause, Zoey (Student)					
McRae, Pinky						Anthony, Miley (Student)					
First Nation Trustee(Vacant)						Kentner, Anna (Student)					

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>					
Leroux, Carole: <i>Superintendent of Education</i>					
Love-Jedruch, Flora: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Balog, Tara: <i>Assistant Superintendent</i>					
Brewster, Annick: <i>Assistant Superintendent</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>					
Dee, Christine: <i>Team Lead – Payroll Services</i>					
Chouinard, Connie: <i>Team Lead – Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant & Communications Coordinator</i>					
Zeleny, Lisa: <i>Executive Assistant</i>					

2.0 Regular Meeting Call to Order

That, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 23, 2025, be called to order at _____ p.m.

3.0 Approval of Agenda

That, the agenda for the Superior-Greenstone DSB 2025/08 Regular Board Meeting, June 23, 2025, 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 Meeting Minutes**

That, the minutes of the following Board Meeting be adopted as presented:

1. Regular Board Meeting 2025/07: May 26, 2025;

[\(Attached\)](#)

5.2 Board Committee Meeting Minutes**5.2.1 Committee Meeting Minutes**

That, the minutes of the following Board Committee meetings be acknowledged as received:

1. Special Education Advisory Committee May 6, 2025
2. Board Audit Committee December 12, 2024 and April 9, 2025

[\(Attached\)](#)

[\(Attached\)](#)

6.0 Business Arising Out of the Minutes**7.0 Delegations and/or Presentations****7.1 Showcasing Learning: George O'Neill Public School**

Presentation Titled: George O'Neill Public School Experiential Learning

*(Will Goodman,
Video Presentation)*

7.2 Excellence in Education: Schreiber Public School

Presentation Titled: Celebration of Growth
And Partnerships

*(Video Presentation – Vice-Principal,
Aaron Fewkes)*

7.3 Student Trustee Report: June 2025

*(Presentation – Student Trustees,
Zoey Krause & Miley Anthony)*

7.4 Report No. 46:

Indigenous Student Trustee Report: June 2025

*(Attached – Student Trustee,
Anna Kentner)*

8.0 Reports and Matters for Decision**8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****8.1.1 Special Education Advisory Committee (SEAC) Report**

(M. Brunskill/ F. Love-Jedruch)

8.1.2 Occupational Health and Safety Committee (OH&SC) Report:

(J. Nesbitt/ G. Muir)

8.1.3 Board Audit Committee Report

(K. Pristanski/ A. Marton)

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton

- 9.1 Report No. 47:
Baseline Staff Absence Data ([Attached](#) - A. Marton)
- 9.2 Report No. 48:
2025-2026 Non-Union Central Staffing ([Attached](#) – A. Marton)
That, the Superior-Greenstone DSB having Received Report No. 48, 2025-2026 Non-Union Central Staffing, approves the staffing as presented.
- 9.3 Report No. 49:
2025-2026 Principal and Vice-Principal Staffing ([Attached](#) – A. Marton)
That, the Superior-Greenstone DSB having Received Report No. 49, 2025-2026 Principal and Vice-Principal Staffing, approve the staffing as presented.
- 9.4 Report No. 50:
School Board Estimates 2025-2026 (Sent Under Separate Cover– A. Marton)
That, the Superior-Greenstone DSB having received Report No. 50, School Board Estimates for 2025-2026, adopts the Estimates for the 2025-2026 school year as presented.

11.0 Reports of the Director of Education

Director of Education: William Goodman

- 10.1 Report No. 51:
Director's Monthly Report: June 2025 ([Attached](#) – W. Goodman)
- 10.2 Report No. 52:
2025 Summer Break and Board Business ([Attached](#) – W. Goodman)
That, the Superior-Greenstone DSB having received Report No. 52: 2025 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 14, 2025, 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 2025.
- 10.3 Update: First Nation Trustee Vacancy (W. Goodman)

11.0 Reports of the Education Committee

Superintendent of Education: Carole Leroux
Superintendent of Education: Flora Love-Jedruch
Assistant Superintendent: Tara Balog
Assistant Superintendent: Annick Brewster

- 11.1 Report No. 53:
Superior-Greenstone DSB 2025-2026 Special Education Plan ([Attached](#) – E. Leroux/ A. Brewster/F. Love)
✓ That, the Superior-Greenstone DSB having received Report No. 53, Superior-Greenstone DSB 2025-2026 Special Education Plan, approve the Special Education Plan, effective July 31, 2025.
- 11.2 Report No. 54:
Math Achievement Action Plan (Sent Under Separate Cover - T. Balog)

✓ **That**, the Superior-Greenstone DSB having Received Report No. 54, endorse the Math Achievement Action Plan as presented.

12.0 New Business

Board Vice-Chair: A. Jarvis

12.1 Board Chair

12.1.1 Update: Trustee Fairservice Correspondence With Professional Development Facilitator

(A. Jarvis)

12.1.2 Update: CSBA Virtual Conference July 3-4, 2025

12.2 Trustee Associations and Other Boards

12.2.1 Update: OPSBA AGM June 12-14, 2025

(Trustee, J. Nesbitt)

12.3 Trustee Activities

12.4 Ministry Updates for Trustees

(W. Goodman)

12.5 Future Board Meeting Agenda Items

13.0 Notice of Motion

13.1 Notice of Amendment/Addition to Superior-Greenstone DSB Procedural Bylaw Report No. 55:

Trustee Code of Conduct Compliance with Regulatory Amendments

(Attached - W. Goodman)

In accordance with Superior –Greenstone DSB Procedural Bylaws, wherein amendments made to appendices of the Board’s Bylaws must be preceded by notice. As such, notice is given to amend Appendix E, Code of Conduct for Members of the Superior-Greenstone District School Board.

14.0 Observer Comments

(Members of the public limited to 2-minute address)

PART II: Committee of the Whole Board

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

15.0 Committee of the Whole Board (In-Camera Closed)

(Attached)

15.1 Agenda: Committee of the Whole Board – Closed

That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at _____ p.m. and that this portion be closed to the public.

15.2 Rise and Report from Closed Session

That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at _____ p.m. and that this portion be open to the public.

16.0 Report of the Committee of the Whole Closed Section B

16.1 **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted, including the confidential minutes from the meeting held as:

1. Regular Board Meeting 2025/07: May 26, 2025;

(Attached)

16.2 Other Recommendations from Committee of the Whole Closed Session
(This section may be used as required coming out of closed session)
That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:

- *(list motions here which may apply)*

17.0 Adjournment

That, the Superior-Greenstone DSB 2025/08 Regular Board Meeting, Monday, June 23, 2025 adjourn at _____, p.m.

<u>2025 - Board Meetings</u>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, July 14, 2025	Monday, August 25, 2025	
Monday, September 22, 2025 <i>*Designate Site: B.A. Parker Public School</i>	Monday, October 20, 2025	Monday, November 17, 2025 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 1, 2025		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2025/08

Committee of the Whole Board: Closed Session.

Monday, June 23, 2025

SGDSB Learning Centre, Red Rock, Ontario

A G E N D A

Board Vice-Chair: Allison Jarvis

Director: William Goodman

Location: SGDSB Learning Centre, Videoconference & Teleconference

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- | | | |
|-----|--|------------------------|
| 1.0 | <u>Disclosure of Interest: re Closed Session</u> | (A. Jarvis) |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u> | (A. Jarvis) |
| 3.0 | <u>In-Camera (closed) Meeting Minutes</u>
1. <u>Regular Board Meeting 2025/07: May 26, 2025</u> |
(Attached) |
| 4.0 | <u>Personnel Item:</u> | (Attached – A. Jarvis) |



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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“Working together to engage students through meaningful learning and empower them to build the skills They need to be successful today and in the future”.

Our Vision:

“To meet the needs of all learners while Sparking curiosity and joy in learning”.

Our Motto:

“Small schools make a difference”.

Our Values:

- “Positive, professional relationships & sense of team
- Kindness with expectations
- Learner mindset & dedication to ongoing innovation
- Belief that experience teaches, engages & connects”.

Regular Board Meeting 2025/07 M I N U T E S

Monday, May 26, 2025 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 305 399 345#

Board Chair: Pinky McRae

Director: Will Goodman

Location: SGDSB Learning Centre, Videoconference & Teleconference

Recorder: G. Christianson

PART I: Regular Board Meeting
PART II: Committee of the Whole Board

Section (A): – (open to public): 6:30 p.m.
Section (B) In-Camera: – (closed to public) 7:46 p.m.

1.0 Roll Call

<u>Trustees</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brunskill, Dr. Megan			x			Nesbitt, Jason	x				
Fairservice, Dan (<i>censure</i>)						Pristanski, Kal	x				
Jarvis, Allison	x					Michano, Julie	x				
Liscomb, Pat			x			Krause, Zoey (Student)	x				
McRae, Pinky	x					Anthony, Miley (Student)			x		
First Nation Trustee(Vacant)						Kentner, Anna (Student)	x				

<u>Board Administrators</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Goodman, William: <i>Director of Education</i>	x				
Leroux, Carole: <i>Superintendent of Education</i>	x				
Love-Jedruch, Flora: <i>Superintendent of Education</i>	x				
Marton, Alex: <i>Superintendent of Business</i>	x				
Balog, Tara: <i>Assistant Superintendent</i>			x		
Brewster, Annick: <i>Assistant Superintendent</i>	x				
Harris, Brent: <i>Manager of Financial Services</i>	x				
Muir, Gordon: <i>Manager of Plant Services/Transportation</i>	x				
Dee, Christine: <i>Team Lead – Payroll Services</i>			x		
Chouinard, Connie: <i>Team Lead – Business Services</i>	x				
Nault, Denis: <i>Manager of Human Resources</i>	x				
Lucas, Jay: <i>Coordinator of Information Technology Services</i>	x				
Kitchener, Nick: <i>Manager of Information Technology</i>			x		
Renaud, Deana: <i>Mental Health Manager</i>					x
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Christianson, GerriLynn: <i>Executive Assistant & Communications Coordinator</i>			x		
Zeleny, Lisa: <i>Executive Assistant</i>	x				

Land Acknowledgement

Manager of Facilities, Gord Muir, provided the land acknowledgement for the ancestral and traditional territories of the Indigenous people on whose lands we gather upon. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions, and history of the land.

National Accessibility Week

The Board Chair provided an acknowledgement of the celebration of National Accessibility Week from May 25 – May 31. She noted that at SGDSB we take accessibility to heart, not only during National Accessibility Week, but beyond. We reaffirm our shared commitment to building a more inclusive public service. Together we are creating a more accessible and inclusive future!

2.0 Regular Meeting Call to Order**78/25**

Moved by: Trustee J. Nesbitt

Second: Trustee J. Michano

That, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 26, 2025, be called to order at 6:34 p.m.

Carried**3.0 Approval of Agenda**

It was noted that there were a few clerical errors made in the agenda for the meeting location and under 8.1.3 it should read as Kal Pristanski instead of Allison Jarvis. The Executive Assistant will make these corrections for the meeting records.

79/25

Moved by: Trustee A. Jarvis

Second: Trustee J. Nesbitt

That, the agenda for the Superior-Greenstone DSB 2025/07 Regular Board Meeting, May 26, 2025, be accepted and approved as amended.

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

There were no disclosures of interest provided at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meeting Minutes****80/25**

Moved by: Trustee A. Jarvis

Second: Trustee J. Michano

That, the minutes of the following Board Meeting be adopted as presented:

1. Regular Board Meeting 2025/06: April 28, 2025.

Carried**5.2 Board Committee Meeting Minutes****5.2.1 Committee Meeting Minutes****81/25**

Moved by: Trustee J. Nesbitt

Second: Trustee A. Jarvis

That, the minutes of the following Board Committee meetings be acknowledged as received:

1. Special Education Advisory Committee April 8, 2025
2. Indigenous Education Advisory Committee April 22, 2025

Carried**6.0 Business Arising Out of the Minutes**

Nil.

7.0 Delegations and/or Presentations**7.1 Showcasing Learning: Indigenous Education - Meaningful Community Connections**

Director Will Goodman provided an introduction to the video that was prepared by Indigenous Education Manager Shy-Anne Bartlett. The video highlighted the number of learning and cultural

activities that have been made possible through meaningful community connections across the school district.

7.2 Excellence in Education: Beardmore Public School - Meaningful Community Connections And Partnerships

Vice-Principal Ania Laffrenier prepared a video presentation that was shared highlighting the strong community connections that are central to the school culture at Beardmore Public School. The video showcased a variety of activities that support student well-being and engagement, including Monday morning smudges, bake sales, and the sharing of traditions and celebrations. Initiatives such as the cooking club, family nights, cultural learning experiences, and Family Literacy Night, all reflect the school's focus on fostering a healthy body and healthy mind. These events, along with fun school spirit days, demonstrate the school's commitment to creating an inclusive and supportive environment for students and families.

7.3 Report No. 38: Student Trustee Report: May 2025

Student Trustees Zoey Krause and Miley Anthony provided a presentation of their report. They discussed the progress on planning the student leadership day conference, the activities of the student senate and the election of new student Trustee Rylee McLeod.

The Board Chair and Director presented Student Trustee Zoey Krause with a service recognition award at the second final meeting of her two-year term. The board expressed their gratitude for her dedication and hard work.

7.4 Report No. 39: Indigenous Student Trustee Report: May 2025

Student Trustee Anna Kentner provided a presentation of her written report which highlighted the efforts to fill the upcoming vacancy of the Indigenous Student Trustee position. She was presented with a service recognition plaque to thank her for her dedication and service as the first Indigenous Student Trustee with the school board. The board expressed gratitude for her passion and leadership.

8.0 Reports and Matters for Decision

8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)

8.1.1 Special Education Advisory Committee (SEAC) Report

Superintendent of Education Flora Love-Jedruch provided a review of the May 6, 2025 Special Education Advisory Committee meeting. The agenda included a review of the Special Education Plan, presentation from the Positive Behaviour Supports team, discussions regarding Child and Youth Worker initiatives and the upcoming changes to the Jordan's Principal funding. The next meeting is scheduled for June 10, 2025.

8.1.2 Parent Engagement Committee (PEC) Report: Feast and Feedback Sessions

Assistant Superintendent Annick Brewster provided a brief report on the Feast and Feedback sessions held across the district from May 5 to May 23, 2025. These sessions created space for families to share their feedback and engage in meaningful conversations with school staff. A total of 95 participants took part across the region. To support participation and address barriers such as transportation, some schools offered transportation assistance. Guided by a series of questions aligned with the Multi-Year Strategic Plan, discussions focused on themes such as student engagement through hands-on, project-based learning, improved communication, stronger community connections, environmental initiatives, and more welcoming, student-led conferences. The feedback collected will be analyzed to help inform and guide future parent engagement strategies.

8.1.3 Indigenous Education Advisory Committee (IEAC) Report

Trustee Kal Pristanski provided a report on the Indigenous Education Advisory Committee (IEAC) meeting held on May 20, 2025. The next IEAC meeting is scheduled

for November 4, 2025. It was noted that the meeting was engaging and informative, with members impressed by the level of reporting, particularly around the upcoming summer learning programs and written updates. A key highlight was the opportunity to visit communities and be welcomed into their spaces, where pride was evident in the sharing of cultural knowledge, new infrastructure—including five new homes in Animbiigoo Zaagi igan Anishinaabek (AZA)—and the use of ceremony grounds for cultural learning.

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton

9.1 Report No. 40: Enrollment Summary as of March 31, 2025

Superintendent of Business Alex Marton provided a detailed review of the Enrollment Summary report as of March 31, 2025. He advised that there is a slight increase in enrollment from the projected figures.

9.2 Report No. 41: Interim Financial Report No. 02

Manager of Financial Services Brent Harris provided a review of the report. At this time, the school board is projecting approximately \$100,000 in surplus. He discussed the budget impacts of Bill 124 and Jordan's Principal funding and provided a review of the provided chart.

9.3 Report No. 42: Central Department Onboarding Plans

Superintendent of Business presented a report outlining the development and implementation of central department onboarding plans, directly aligned with the Year 1 goals of the Multi-Year Strategic Plan and the commitment to promoting a healthy and inclusive workplace. Following a comprehensive needs assessment in the fall, each department has created a tailored onboarding plan, now finalized, to support a standardized and supportive experience for new staff during their first 30 days. These plans include clear processes for setting up accounts, assigning permissions, scheduling check-ins, and ensuring a smooth transition. The onboarding materials will be published on the Exchange, reviewed annually, and are part of a broader effort to strengthen risk management, reduce disruption, and reinforce the board's positive workplace culture. This initiative lays the groundwork for future expansion to schools, with the goal of positively impacting students by supporting staff from the outset.

9.4 Report No. 43: 2025-2026 SEIU Staffing Report

Manager of Facilities Gord Muir provided a review of the report and how the staffing needs are determined. He advised that staffing changes reflect the evaluation of school needs.

82/25

Moved by: Trustee J. Michano Second: Trustee M. Brunskill

✓ That, the Superior-Greenstone DSB having Received Report No. 43, approves the SEIU Staffing for 2025-2026 as presented.

Carried

9.5 Report No. 44: OSSTF-ESS Staffing for 2025-2026

Superintendent of Business Alex Marton and Assistant Superintendent of Education Annick Brewster provided a review of the staffing report. They discussed the staffing needs of the 2025-2026 school year. They advised that the report does not include the Jordan's Principal applications for support staff that are applied for on an individual basis by the First Nations Communities or families and funds provided by the federal government. They discussed the changes that have been made by the federal government to the Jordan's Principal funding and discussed the potential impacts of this on operations and the work the school board has been doing to meet with each First Nations community to mitigate the potential impacts.

83/25

Moved by: Trustee J. Nesbitt Second: Trustee K. Pristanski

✓ That, the Superior-Greenstone DSB having Received Report No. 44, approves the OSSTF-ESS Staffing for 2025-2026 as presented.

Carried

10.0 Reports of the Director of Education

Director of Education: William Goodman

10.1 Report No. 45: Director's Monthly Report: May 2025

The Director of Education presented the Monthly Report, which highlighted the strong relationships being built with communities and families across the system. The report included numerous examples from schools and system leaders that demonstrate ongoing efforts to foster connection, engagement, and collaboration in support of student success and well-being.

10.2 2025 – 2027 Student Trustee Appointment

84/25

Moved by: *Trustee K. Pristanski*

Second: *Trustee M. Brunskill*

✓ **That**, the Superior-Greenstone DSB accept the Appointment of Rylee McLeod from Lake Superior High School to serve as the 2025-2027 Student Trustee, effective for the period August 1, 2025, to July 31, 2027.

Carried

11.0 Reports of the Education Committee

Superintendent of Education: *Carole Leroux*
Superintendent of Education: *Flora Love-Jedruch*
Assistant Superintendent: *Tara Balog*
Assistant Superintendent: *Annick Brewster*

Nil.

12.0 New Business

Board Chair: *Pinky McRae*

12.1 Board Chair

12.1.1 Proposed Reschedule of June 30, 2025 Regular Board Meeting to June 23, 2025

85/25

Moved by: *Trustee J. Nesbitt* Second: *Trustee A. Jarvis*

That, the Superior-Greenstone DSB reschedule the Regular Board meeting on Monday, June 30, 2025, to be scheduled on Monday, June 23, 2025.

Carried

12.2 Trustee Associations and Other Boards

12.2.1 Report No. 46: OPSBA Education Labour Relations & HR Symposium Report

Trustee Nesbitt provided a review of his written report regarding his attendance at the OPSBA Education Labour Relations and HR Symposium.

Board Chair Pinky McRae and Trustee Nesbitt will be in attendance at the OPSBA AGM where the Trustee McRae will submit her candidacy for the first vice-president position of OPSBA.

12.3 Trustee Activities

Trustee Jarvis discussed her participation in the student scholarship application review group. Trustees reflected on their completion of the OESC modules Webinar series and the school boards good governance practices.

12.4 Ministry Updates for Trustees

The Senior Leadership Team shared information regarding recent Ministry of Education updates. The group discussed the various areas where additional advocacy is recommended.

12.5 Future Board Meeting Agenda Items

The Board Chair requested Trustees to volunteer to complete the Land Acknowledgement for the June 23, 2025 Board meeting. She also issued a reminder that the June 3, 2025 Board Policy Review Committee meeting is canceled, as the workplan for this school year has been completed.

13.0 Notice of Motion

Nil.

14.0 Observer Comments

Nil.

<i>PART II: Committee of the Whole Board</i>	<i>Section (B) In-Camera: – (closed to public) 7:46 p.m.</i>
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15.0 Committee of the Whole Board (In-Camera Closed)

15.1 Agenda: Committee of the Whole Board – Closed

86/25

Moved by: *Trustee J. Nesbitt* Second: *Trustee J. Michano*

That, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:46 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

87/25

Moved by: *Trustee J. Michano* Second: *Trustee J. Nesbitt*

That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:53 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B

16.1 **88/25**

Moved by: *Trustee J. Nesbitt* Second: *Trustee J. Michano*

That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed)

Reports be adopted, including the confidential minutes from the meeting held as:

1. Regular Board Meeting 2025/06: April 28, 2025.

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

17.0 Adjournment

89/25

Moved by: *Trustee J. Nesbitt* Second: *Trustee J. Michano*

That, the Superior-Greenstone DSB 2025/07 Regular Board Meeting, Monday, May 26, 2025 adjourn at 7:54, p.m.

Carried

<u>2025 - Board Meetings</u>		
<i>Board Office or Designated Site indicated in schedule. Time 6:30 p.m.</i>		
Monday, June 30, 2025	Monday, July 14, 2025	Monday, August 25, 2025
Monday, September 22, 2025 <i>*Designate Site: B.A. Parker Public School</i>	Monday, October 20, 2025	Monday, November 17, 20245 (1:00 p.m.) <i>*Designate Site: Board Office</i>
Monday, December 1, 2025		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2025/07

Committee of the Whole Board: Closed Session.

Monday, May 26, 2025

SGDSB Learning Centre, Red Rock, Ontario

MINUTES

Board Chair: <i>Pinky McRae</i>	Director: <i>William Goodman</i>
<i>Location: Videoconference & Teleconference</i>	<i>Recorder: G. Christianson</i>

PART II: Committee of Whole Board – Closed	<i>Section (B): In-Camera 7:46 p.m.</i>
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- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
In-Camera (closed) Meeting Minutes
- 3.0 1. Regular Board Meeting 2025/06: April 28, 2025
- 4.0 Personnel Item:

Regular Board Meeting 2025-07

Monday, May 26, 2025

MINUTES

APPROVED THIS _____ DAY OF _____, 2025

SECRETARY

CHAIR



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Special Education Advisory Committee**

May 6, 2025 @ 3:00 pm.

Videoconference & Teleconference

Microsoft Teams meeting

Join on your computer, mobile app or room device

Or call in (audio only)

Canada, Thunder Bay, 1 807 701 5980

Phone Conference ID:

MINUTES					
Voting Members (3/6)	OS	TC	VC	A	R
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>			X		
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>			X		
OBI, Dickson: <i>North of Superior Counseling Programs</i>			X		
STACH, Andrea: <i>George Jeffrey Children's Centre</i>			X		
MICHANO, Julie: <i>Trustee</i>				X	
BRUNSKILL, Megen: <i>Trustee</i>			X		
Alternate Members	OS	TC	VC	A	R
JARVIS, Allison: <i>Trustee (Alternate)</i>				X	
LISCOMBE, Pat: <i>Trustee (Alternate)</i>				X	
MOORE, Jennifer: <i>Dilico (Alternate)</i>				X	
POROBIC, Katie: <i>Superior Greenstone Association for Community Living (Alternate)</i>				X	
Resource Members	OS	TC	VC	A	R
McRAE, Pinky: <i>Board Chair</i>					X
GOODMAN, Will: <i>Director of Education</i>	X				
LOVE, Flora: <i>Superintendent of Education/ Director Designate</i>	X				
LEROUX, Carole: <i>Superintendent of Education</i>					X
BREWSTER, Annick: <i>Assistant Superintendent, School Effectiveness</i>	X				
LEROUX, Erik: <i>System Principal of Learning for All</i>	X				
ANTHONY, Miley: <i>Student Trustee</i>					
KRAUSE, Zoey: <i>Student Trustee</i>				X	
ZELENY, Lisa: <i>Executive Assistant</i>	X			X	

*Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)
Melissa Bianco – presenter OS, Deana Renaud – presenter-VC*

Land Acknowledgement:	Flora Love provided the Land Acknowledgement
1.0 Call to Order:	3:02 pm

	<p>What is adaptive practice: Whether it is working together in a classroom or with a student more one on one it is important to tailor instruction to meet the individual student needs, it is inclusive, uses a lot of manipulatives, visual schedules, modelling and role playing, multisensory activities etc.</p> <p>Differentiated Instruction Techniques- the students should have goals clearly listed in IEP, to have group instruction, step by step guidance, tools: SEL rubrics, checklists, observations, behavior logs, Data driven adjustments to instructions and celebrate small wins and growth as it relates to students increasing their growth.</p> <p>D. Renaud highlighted the following:</p> <ul style="list-style-type: none"> • Child and Youth Workers Chris and Kirsti at MTPS. Chris and Kirsti put together an interactive presentation for all classes to attend. • Christine at MNHS/MNPS – Christine is a CYW who works closely with one of her students who as ASD. She supports adaptive skill development by utilizing the students interests and strengths. The student and CYW work together to and assists her in health promotion initiatives to increase social skills and communication. Christine is committed in including families • Danielle at SCPS – Danielle is the CYW at SCPS and LSHS In her interventions in elementary has become proficient at utilizing the LU technology. • Ashley is the CYW's at BAPS and have provided creative and adaptive sessions for two students she works with. She partnered with the Librarian, Mari to support these students to learn about money and to build the life skill of shopping. <p>Social Emotional Learning (SEL) is essential and possible for every learner, adaptive practices ensure SEL is accessible to all learners, empower students with tools to thrive socially and emotionally.</p>
<p>5.4</p>	<p>SGDSB Student Achievement Plan Public Reporting</p> <p>Annick Brewster, Assistant Superintendent, School Effectiveness presented her report as attached in the agenda package.</p> <p>The Student Achievement Plan, formerly the Board improvement and Equity Plan, outlines the priorities for Ontario schools, which align with the priorities of SGDSB and our Multi-Year Strategic Plan. This plan represents how we are doing based on the 2023-2024 school year. This plan is posted to our website as per the Better Schools and Student Outcomes Act, 2023.</p>
<p>5.5</p>	<p>SEAC Advocate Re: Jordan’s Principle Funding</p> <p>Last month Erik reported Jordan Principles funding practices have changes. Provincial schools are no longer able to apply for JP Funding for Indigenous Metis or Inuit students. This is a federal grant. Our trustees work in the Provincial area. Currently we have not been denied. Applications have been submitted. Advocacy wise – we can do a wait and watch and then take some action. One is writing to Provincial our SEAC or for Trustees can take to Trustees at the Board and they can take to OPSBA. Writing a letter to the Federal -Indigenous Services</p> <p>Same funding for pupils of the board the JP funding is housed. The Indigenous is not allowed to apply for special incidents funding. The money is not generated form the Pupils of the Board. Erik and Will are meeting FN Education Officers for conversations which have been positive. Director Goodman recommends wait and let trustees do some advocacy and see if we get denied.</p> <p>B. Brake-Weldon added from the agency perspective there are changes coming to their agency also and she recommends waiting. The concern is where does the shortfall land for our student in our schools.</p>
<p>6.0</p>	<p>Correspondence:</p>

	Nil.	
7.0	New Business:	
	Nil.	
8.0	Information Items:	
	Nil.	
9.0	Agenda Items Next meeting Date/Time/Venue: June 10, 2025 @ 3:00 pm	
10.0	Adjournment:	
	<p><i>Moved by: A. Stach Second: D. Obi</i></p> <p>✓ That, the Superior-Greenstone DSB Special Education Advisory Committee Meeting on Tuesday May 6, 2025 adjourn at 3:59 pm.</p> <p>Carried.</p>	



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Audit Committee Meeting

Thursday, December 12, 2024, at 5:00 p.m.

MINUTES

Videoconference & Teleconference

Microsoft Teams meeting -
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID:

Chairperson: *Kal Pristanski* **Superintendent of Business:** *Alex Marton*
Location: Videoconference & Teleconference *Recorder: L. Zeleny*

1.0 Roll Call

<u>Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Green, Kevin		x				Pristanski, Kal			x		
Jarvis, Allison			x			Sitch, Douglas			x		
Liscomb, Pat				x		McRae, Pinky (Ex-Officio)					x
<u>Board Administration</u>											
<i>Alex Marton: Superintendent of Business</i>							OS	TC	VC	A	R
<i>Will Goodman: Director of Education</i>									x		
<i>Brent Harris: Manager of Financial Services</i>									x		
<i>Lisa Zeleny: Executive Assistant</i>									x		
<u>Internal Auditors</u>											
<i>Kris Mauro, Regional Internal Audit Manager</i>									x		
<i>Paul Agostino, Internal Auditor</i>									x		
<u>External Auditors</u>											
<i>Trevor Ferguson, Partner, Deloitte</i>									x		
<i>Heather LaPlante, Audit Manager Deloitte</i>										x	

2.0 Approval of Agenda

Mover: *Trustee Jarvis* **Second:** *D. Sitch*
That the agenda for the Audit Committee meeting of December 12, 2024 be accepted and approved.

Carried.

3.0 Disclosures of interest re: Open Session

There were no disclosures of interest at this time.

4.0 Approval of Minutes

4.1 Minutes of Audit Committee Meeting: October 3, 2024

Mover: *Trustee Jarvis* **Second:** *D. Sitch*
That the minutes for the Audit Committee meeting of October 3, 2024 be accepted and approved as presented.

Carried.

5.0 Audit Committee

5.1 Report to the Audit Committee - Financial Statements

Mover: A. Jarvis

Second: D. Sitch

That the Superior-Greenstone DSB Audit Committee recommend the approval of the 2023-2024 audited Financial Statements as presented.

Carried.

Brent Harris, Financial Officer, summarized the report attached in the agenda. B. Harris confirmed Superior-Greenstone is compliant in every respect. The in-year surplus is \$367,320, while the compliance-based surplus is \$433,599. The Difference is attributed to employee future benefits which are excluded from the compliance calculation.

Bill 124 retro payments and settlement had the largest impact on revenue and expenditures. The salary update had the biggest impact with a big percentage change of 10%.

This year also had the largest year of utilization of Jordan's Principle funding with 24 support staff. Jordan's Principle Funding is a flow-through, and it is not accounted for in our budgeting piece. It is a big contributing factor of our accounts receivable piece.

Next Steps: The Financial Statements are in Draft until accepted by the Board. At that time, the auditors will release their report, and the statements will be finalized. In 2023-2024, there are no recommendations from the auditors.

Trustee Jarvis asked if this is the same way other Boards receive funding for Jordan Principle. B. Harris addressed Trustee Jarvis question. The accounting policy change is Ministry directive and has minimal to no impact.

Chair Pristanski thanked B.Harris for his hard work as well B.Harris thanked our External Auditors, T. Ferguson and H. LaPlante for their work relationship.

6.0 External Audit

6.1 2023-2024 Audit Report to the Board

Trevor Ferguson, Partner with Deloitte summarized the report attached in the agenda and thanked both Alex and Brent for their help throughout audit process. Highlights include no changes in audit risks identified, no significant deficiencies identified in internal controls. The Ministry of Education will be consolidating OSBIE at a provincial level and proportionate consolidation at the School Board level is deferred at this time. Audit procedures did not identify any evidence of material misstatement over the amounts received from the Ministry and the amounts paid to employees in relation to Bill 124, including the testing of management's computation of amounts due to employees. There are no changes to or deficiencies. No concerns to bring to the Audit committee to report.

7.0 Governance and Accountability

7.1 2023-2024 Audit Committee Self-Assessment Report Summary

Alex Marton, Superintendent of Business reviewed and presented the Self-Assessment report. A. Marton addressed all comments and questions on the report. A. Marton confirmed the tender process occurs and is followed every couple of years. Although Deloitte's fee was not the lowest, the firm provided a fixed rate.

Chair Pristanski recommended the Self-Assessment Form be completed every two years, rather than every year. The change will be put in place with the next Self-Assessment to be completed by members in 2026.

There were no additional questions or concerns at this time.

8.0 Internal Audit

8.1 Internal Audit Update: SGDSB Audit Follow-Up Tracking Database Table – December 2024

Paul Agostino, Regional Internal Auditor presented the observations. There are no new observations, and the ongoing observations are the same as the list in October 2024.

Chair Pristanski asked if both audits have been completed. Superintendent Marton confirmed the Student Safety Audit has not been completed, however it is not the fault of the auditors. It was determined that one of the samples provided by Superior-Greenstone District School Board was inaccurate as the information given was a student's food sensitivity and was not life threatening. A new sample was provided.

A new section has been added to the Tracking Data as requested: Addressed Items in this section are items that have been addressed and can be removed.

Trustee Jarvis recommends maybe refresh the previously addressed items to a certain timeline and remove previously addressed items to limit the number of items. Once items are addressed, they are removed from the list on other school boards. P. Agostino agreed to remove the previously addressed from the Observation Report.

9.0 Standing Items

9.1 Legal Matters

What would fall under legal matters? Management is responsible for disclosing any pending matters related to Board operations or regulatory issues. Such disclosures should include the quantifiable impact and measurable assessment of risk.

The Board is engaged in a lawsuit. When Superior-Greenstone amalgamated years ago and was not SGDSB. The risk is operational, these lawsuits we are seeing across the province. There is no universal approach for school boards to be taking. The legal challenge and risk is manageable as we are in a strong financial position. A. Marton will keep the committee updated.

A discussion occurred around who should be paying for lawsuits against boards that did not exist prior to the lawsuit.

9.2 In-Camera Meeting (Only if required)- not required

9.2.1 Agenda: Audit Committee Closed Session

Moved by: _____ Second: _____

That, the Audit Committee go into a Closed Session at _____ p.m. and that this portion be closed to the public.

9.2.2 Rise and Report from Closed Session

Moved by: _____ Second: _____

That, the Audit Committee rise and report from the Closed Session at _____ p.m. and that this portion be open to the public.

10.0 Future Meeting Dates

- June 12, 2025 at 6:30 p.m.
- October 2, 2025 at 6:30 p.m.
- December 11, 2025 at 6:30 p.m.

11.0 Adjournment

Mover: Trustee Jarvis Second: D. Sitch

That the Audit Committee meeting of December 12, 2024, adjourn at 5:48 p.m.

Carried.

Audit Committee Meeting

Closed Session

Thursday, December 12, 2024

Videoconference and Teleconference

A G E N D A

Committee Chair: *K. Pristanski*

Superintendent of Business: *A. Marton*

Location: Videoconference & Teleconference

Recorder: L. Zeleny

PART II: Audit Committee – Closed Session

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session *(K. Pristanski)*

- 2.0 Approve Agenda: In-Camera (Closed) *(K. Pristanski)*

- 3.0 Committee Meeting with External Auditors *(K. Pristanski)*



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Audit Committee Meeting

Wednesday, April 9, 2025

MINUTES

Videoconference & Teleconference

Microsoft Teams meeting -
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID:

Chairperson: Kal Pristanski	Superintendent of Business: Alex Marton
Location: Videoconference & Teleconference	Recorder: L. Zeleny

1.0 Roll Call- 6:31 PM

<u>Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Green, Kevin		x				Pristanski, Kal			x		
Jarvis, Allison			x			Sitch, Douglas			x		
Liscomb, Pat					x	McRae, Pinky (Ex-Officio)			x		
<u>Board Administration</u>											
Alex Marton: <i>Superintendent of Business</i>							OS	TC	VC	A	R
Will Goodman: <i>Director of Education</i>									x		
Brent Harris: <i>Manager of Financial Services</i>									x		
Lisa Zeleny: <i>Executive Assistant</i>									x		
<u>Internal Auditors</u>											
Paul Agostino, <i>Internal Auditor</i>									x		
<u>External Auditors</u>											
Trevor Ferguson, Partner, Deloitte											x
Heather LaPlante, Audit Manager Deloitte											x

2.0 Approval of Agenda

Mover: Trustee Jarvis **Second:** D. Sitch
That the agenda for the Audit Committee meeting of April 9, 2025 be accepted and approved.

Carried.

3.0 Disclosures of interest re: Open Session

There are no disclosures of interest at this time.

4.0 Audit Committee

4.1 Report on External Audit Services Request for Proposal
Mover: K. Green **Second:** A. Jarvis.
That the Audit Committee recommend to the Board that Deloitte LLP be appointed as auditors for the Superior-Greenstone DSB for two years for the 2024-2025 and 2025-2026 fiscal years.

Carried.

- 4.2 Audit Committee Report: Internal School Reviews
 Manager of Financial Services, Brent Harris provided the following update on Internal School Reviews. SGDSB tries to review schools by region on a rotating basis. The Annual Plan for 2023-2024 was to complete school reviews for Manitouwadge Public School and Manitouwadge High School. The Annual Plan for 2024-2025 is to complete school reviews for Marathon High School and Margaret Twomey Public School. Due to unforeseen circumstances the 2023-2024 reviews were in 2024-2025.

The internal reviews consist of review of cash handling practices and purchasing processes and maintenance and retention of Ontario Student Records. (OSR) The review showed no risks for cash handling and purchasing processes. There were two medium risk items documented on OSR maintenance and retention of documents. To help mitigate future incidences a review with school secretaries will be provided upcoming PD on processes. Feedback and processes will be shared with Principals.

5.0 Internal Audit

- 5.1 Internal Audit Update
 Internal Auditor, Paul Agostino provided the following department update. Kris Mauro has left his position with his last day being March 28. P. Agostino is confident the next two audits will be completed by the end of the summer.

Chair Pristanski asked for clarification on how the internal auditors are selected P. Agostino provided a detailed answer on the process.

- 5.2 Internal Review Report: Student Health, Safety & Well-Being
 P. Agostino summarized the report attached in the agenda. The Student Health, Safety and Well-Being Audit was finalized March 28,2025. P. Agostino thanked A. Marton and A. Brewster for their support during the process. The Audit tests were designed to assess 5 keys areas listed in the Audit report. The controls evaluated at SGDSB have moderate issues. The Audit Observations section summarizes three control deficiency and proposes recommendations that, if implemented, will increase the effectiveness of student health, safety, and well-being. Appendix A lists six key controls that are in place and operating effectively. Appendix B ranks the Audit Observations in priority, Appendix C contains the definitions.

Superintendent Marton confirmed the Board will have a firm policy in place for training.

6.0 Standing Items

- 6.1 Legal Matters -
 There are no Legal matters at this time.

- 6.2 In-Camera Meeting (Only if required)
 No in-camera meeting required.

6.2.1 Agenda: Audit Committee Closed Session
 Moved by: _____ Second: _____
That, the Audit Committee go into a Closed Session at _____ p.m. and that this portion be closed to the public.

6.2.2 Rise and Report from Closed Session
 Moved by: _____ Second: _____
That, the Audit Committee rise and report from the Closed Session at _____ p.m. and that this portion be open

7.0 Future Meeting Dates

- June 12, 2025 at 6:30 p.m.- **UPDATE: June 11 at 6:30** -Lisa to send out update.
- October 2, 2025 at 6:30 p.m.
- December 11, 2025 at 6:30 p.m.

8.0 Adjournment

Mover: Trustee Jarvis **Second:** D.Sitch

That the Audit Committee meeting of April 9, 2025, adjourn at 7:03 p.m.

Carried.

Audit Committee Meeting

Closed Session

Wednesday, April 9, 2025

Videoconference and Teleconference

A G E N D A

Committee Chair: *K. Pristanski*

Superintendent of Business: *A. Marton*

Location: Videoconference & Teleconference

Recorder: L. Zeleny

PART II: Audit Committee – Closed Session

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session *(K. Pristanski)*

- 2.0 Approve Agenda: In-Camera (Closed) *(K. Pristanski)*

- 3.0 Committee Meeting with External Auditors *(K. Pristanski)*

Report No.: 46
Date: June 23, 2025

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

FROM: Anna Kentner, Student Trustee

SUBJECT: Indigenous Student Trustee Report: June 2025

Background

In the month of May, Anna worked increasingly hard to help plan and co-create a leadership circle with her fellow student trustees. Anna, Miley, and Zoey have worked hard over the year to help shape leadership in SGDSB. It was very sentimental to experience firsthand how events like that are planned, and how much authentic leadership it can help bring out.

As we transitioned into June, there was no Indigenous youth who stepped up to the plate to run for the Indigenous Student Trustee position. This comes with aches as this role is a principle step into the school board becoming inclusive and bringing everyone's voices to the board table. A way to shape reconciliation in a small way, but a big change. Anna will be talking a bit more about her role as we move into the leadership day.

Current Situation

As June moves slowly but surely, Anna has been busy working towards the end of the school year with a bang. She went to the leadership day and gave it her all, helping Miley and Zoey work with Rylee to get him partially transitioned into his new role. Anna is very excited to see where Miley and Rylee go next year with the Student Senate

The leadership day on June 11th was an amazing day, it was a hit for many leaders. This was a day where the IYC and Student Senate are able to come together to learn, make connections, and just network in general. This was a day of fun for all of SGDSB. Here, Anna talked a bit more about her role as the IST, due to SGDSB not having a replacement for Anna going into June.

Next Steps

When the leadership day came to an end, Anna had a couple students approach her and say with pride that they are interested in running for her role. Anna was jumping for joy. This was a very important step for this student to take as the role would go unclaimed. In September, hopefully there will be a new IST, and reconciliation can flourish within not only SGDSB but also provincially with this new student.

As this is Anna's last and final board report, she would like to once again, extend her upmost gratitude and appreciation to SGDSB. This is her final week being not only a trustee, but also a student within SGDSB. She would like to thank the board for being so welcoming and fostering such a healthy family-like community. Thank you so much to SGDSB for making this work possible for any student to have.

Administrative Recommendations/Summary

That the Report No. 46, Indigenous Student Trustee Report June 2025, be received for information.

Respectfully submitted by:

Anna Kentner
Indigenous Student Trustee

Report No.: 47
Date: June 23, 2025

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: Baseline Staff Absence Data

Background

As part of the Multi-Year Strategic Plan (“MYSP”), SGDSB is focused on improving staff daily attendance through targeted strategies. While overall employee absences in 2023-24 were at the Provincial average, upward trending since 2019-20 calls for renewed efforts to address this complex challenge.

Current Situation

Table 1: Overall Magnitude of Absence 2019-20 to 2023-24

	School Board Avg Sick Days Lost (All Employees)	Absence Study* Avg Sick Days Lost (All Employees)	School Board Avg Sick Days Lost per Permanent Employee	Absence Study* Avg Sick Days Lost per Permanent Employee
2019-20	10.47	9.37	11.36	9.89
2020-21	11.52	11.75	12.07	12.71
2021-22	12.24	15.17	12.53	16.31
2022-23	14.04	14.93	14.76	15.88
2023-24	14.71	14.89	15.83	15.83

Table 2: Attendance Support

	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Employees Exceeding Absence Threshold	19	34	60	79	88
Percentage of School Board Employees Exceeding Threshold	5.04%	8.72%	14.63%	18.37%	20.14%

Next Steps

Absences from the workplace stem from a wide range of factors and require a strategic, and multi-faceted approach.

As part of the MYSP, the People & Culture department will focus on three key pillars aimed at positively impacting workplace attendance.

1. Attendance Support Program (ASP)

Arising out of PPM 171 some significant changes to the ASP will be implemented beginning in the 2025-26 school year.

2. Disability Support Program (DSP)

People & Culture is upgrading its Disability Support Tracking processes to enhance data accuracy and strengthen reporting capabilities.

3. Psychological Healthy & Safe Workplace Program (PH&SWP)

In 2025–26, the People & Culture department will begin rolling out a comprehensive and integrated plan to support psychological health in the workplace.

Administrative Recommendations

That, the Superior-Greenstone DSB having received Report No. 47, Baseline Staff Absence Data for information.

Respectfully submitted by:

Alex Marton, Superintendent of Business

Report No.: 48**Date:** June 23, 2025

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: 2025-26 Non-Union Central Staffing

Background

The Superior-Greenstone District School Board (SGDSB) annually reviews and approves staffing plans to ensure alignment with its strategic priorities and projected enrolment. Non-union staff play a critical role in supporting educational delivery, administration, student well-being, and operational efficiency across the district. These positions encompass a range of roles, including Central Administration, IT Services, Mental Health professionals, Special Education staff, People and Culture personnel, Facilities, and Indigenous supports services.

Current Situation

The proposed staffing compliment for the non-union group is summarized below.

Non-Union Central Staff

Detail	FTE	Location	Total FTE
People and Culture			
Manager, P &C	1	Learning Centre	
P & C Officer	1	Learning Centre	
Disability & Wellness Advisor	1	Learning Centre	3
Indigenous Education			
Manager, Indigenous Education	1	Learning Centre	
Indigenous Special Education Facilitator	1	Learning Centre	
Graduation Coach	4	Regional	6
Special Education			
Team Lead, Positive Behaviour	1	Learning Centre	
Positive Behaviour Interventionist	3	Learning Centre	
Registered Practical Nurse	1	Lake Superior HS	5

Facilities			
Manager, Facilities	1	Learning Centre	
Team Lead, Maintenance	1	Learning Centre	
Coordinator, Community Use	1	Learning Centre	
Coordinator, Transportation	1	Learning Centre	
Transportation Officer	0.5	Learning Centre	4.5
Mental Health			
Manager, Mental Health	1	Learning Centre	
Coordinator, Data	0.5	Board Office	
Mental Health Worker	4	Regional	
Indigenous Mental Health Worker	1	Geraldton	
Indigenous Family Case Manger	1	Geraldton	7.5
Information Technology Services			
Manager, IT Services	1	Learning Centre	
Coordinator, IT Services	1	Learning Centre	2
Financial Services/Payroll			
Manager, Financial Services	1	Learning Centre	
Team Lead, Payroll	1	Board Office	
Team Lead, Business Services	1	Learning Centre	3
Indigenous Skilled Trades			
IST Instructor	2	Regional	2
Executive			
Director of Education	1	Learning Centre	
Superintendent of Education	2	Learning Centre	
Superintendent of Business	1	Learning Centre	
Assistant Superintendent	2	Regional	
Executive Assistant	2	Regional	8

Administrative Recommendations

That, the Superior-Greenstone DSB having received Report No. 48, 2025-2026 Non-Union Central Staffing approves the staffing as presented

Respectfully submitted by:

Alex Marton, Superintendent of Business

Report No.: 49**Date:** June 23, 2025

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

FROM: Alex Marton, Superintendent of Business

SUBJECT: 2025-26 Principal and Vice Principal Staffing

Background

Effective school leadership is essential for student achievement, staff development and operational excellence. Each year, the allocation of Principal and Vice-Principal Full-Time Equivalent (FTE) positions is reviewed to ensure alignment with enrollment projections, and system priorities. This report outlines the proposed leadership FTE distribution across the district for the 2025-26 school year.

Current Situation

Adjustments to FTE allocations have been influenced by factors such as fluctuating enrollment, evolving school programming, strategic initiative focused on equity and instructional leadership and budgetary constraints.

Secondary

School	Principal FTE	Vice Principal FTE	Teaching FTE	System FTE	Detail
GCHS	0.9				
GCHS		0.5		0.5	Experiential
LSHS	1.0				
MNHS	0.5			0.5	NTIP/ConEd
MRHS	1.0				
NRHS	1.0				
Total	4.4	0.5	0	1.0	

Elementary

School	Principal FTE	Vice Principal FTE	Teaching FTE	System FTE	Detail
BAPS	0.9				
BEPS	0.1	0.5	0.5		P/J Planning
DOPS	0.1	0.5	0.5		P/J Planning
GOPS	0.1	1.0			

MNPS	0.5		0.5		Primary Planning
MTPS	1.0				
MMPS	0.1	0.5	0.5		Special Education
NAPS	0.5			0.5	Student Data
SCPS	0.1	0.5	0.5		Primary Planning
TBPS	0.1	1.0			
Total	3.5	4	2.5	0.5	

System

Site	System FTE	System Detail
Learning Centre	0.8	Principal, Learning for All
MTPS	1.0	Vice Principal, Learning for All
LSHS	1.0	Principal, Technology-Enabled Learning and Teaching
NRHS	1.0	V.P. Indigenous Skilled Trades – Funded through Matawa
Total	3.8	

Administrative Recommendations

That, the Superior-Greenstone DSB having received Report No. 49, 2025-26 Principal and Vice Principal Staffing approve the staffing as presented

Respectfully submitted by:

Alex Marton, Superintendent of Business

Report No.: 51
Date: June 23, 2025

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

FROM: Will Goodman, Director of Education

SUBJECT: Director's Monthly Report: June 2025

Background

For the 2024-2025 school year, the Director's Monthly Report will be an opportunity to showcase examples of the numerous ways in which school personnel and system staff are implementing the Multi-Year Strategic Plan.

June is a time of celebration across Superior-Greenstone District School Board—a culmination of a year marked by growth, achievement, and shared commitment to a culture of high expectations and inclusivity. This report highlights the many ways our schools and communities come together to recognize and honour the diverse accomplishments of our students and staff.

From Pride Month and Indigenous History Month celebrations to graduation ceremonies, athletic banquets, and student leadership conferences, June is filled with meaningful moments that reflect who we are as a school board. These events are more than milestones—they are powerful reminders of the importance of belonging, perseverance, and the collective belief in every student's potential. Through these celebrations, we not only acknowledge academic and personal achievement, but also reinforce our shared values of equity, inclusion, and excellence for all.

Current Situation

Please click on the following link to read the *Director's Monthly Report: June 2025* to read about explicit examples of how SGDSB is accomplishing the work of the Multi-Year Strategic Plan.



[Go to this Sway](#)

<https://sway.cloud.microsoft/LXKAQk4K37oCX4tU?ref=Link>

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 51, Director's Monthly Report: June 2025, for information.

Respectfully submitted by:

William Goodman,
Director of Education



Superior-Greenstone District School Board
Additional Information Report



Report No.: 52
Date: June 23, 2025

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

FROM: Will Goodman, Director of Education

SUBJECT: 2025 Summer Break and Board Business

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 14, 2025, and August 25, 2025. Should the Board elect to cancel the July 14, 2025 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 2025.

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 52: 2025 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 14, 2025, 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 2025.

Respectfully submitted by,

Will Goodman
Director of Education

Report No.: 53
Date: June 23, 2025

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

FROM: Flora Love-Jedruch, Superintendent of Education

SUBJECT: Superior-Greenstone DSB Special Education Plan 2025-2026

Background

The Ministry of Education outlines special education procedures. The Superior-Greenstone District School Board has developed the Special Education Plan to provide information about the special education programs and services available within our Board. Each year, boards are required to update their Special Education Plans, outlining how they will implement the Ministry procedures.

Current Situation

The Superior-Greenstone District School Board Special Education Plan 2025-2026 describes the programs and services offered by the Superior-Greenstone District School Board. As part of the requirements identified by the Ministry of Education the Superior-Greenstone District School Board undergoes yearly consultation which is designed to improve special education programs and services to students with special needs. Included in this report is the revised SGDSB Special Education Plan.

Administrative Recommendations

That, the Superior-Greenstone DSB having received Report No 53: Superior-Greenstone DSB 2025-2026 Special Education Plan, approve the Special Education Plan, effective July 31, 2025.

Respectfully submitted by:

Erik Leroux
Learning for All Principal

Annick Brewster,
Assistant Superintendent, School Effectiveness

Flora Love-Jedruch,
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN

2025-2026

Based on Standards for School Boards

Board Approved: _____



Special Education Vision

At Superior-Greenstone District School Board, we are responsible for designing and implementing inclusive, student-centered, and barrier-free environments where students with special needs feel welcomed, safe, and supported in the school community. We prioritize the education of students in regular classrooms with age-appropriate peers, as we cultivate inclusive learning communities that honour diversity, respects individuality, and values all perspectives.

Collaborative Relationships are foundational in fostering self-advocacy and ultimately student well-being and achievement. Our educators and school teams collaborate with students, families, school supports community partners and First Nations communities to ensure that learning contexts are purposeful and meaningful within a student's journey through emotional, spiritual, physical, and mental development.

Our commitment is guided by the following principles:

- Inclusive Learning environments are co-created through Universal design and differentiated instruction strategies.
- Removing barriers to learning through evidence-based approaches
- Student-centred decision making
- Transition goals are student-centred and reflect family values.
- Culturally responsive pedagogy is embedded into instructional practices
- Learning opportunities are enriched by the integration of Indigenous ways of knowing and learning

Through our seamless approach to service for students with special education needs we ensure equitable outcomes for all students from Early Years to graduation and beyond.

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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 parent/guardians 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 parent/guardians of special needs students
- From any audits
- From Senior Administration
- From School Administrators
- From input and feedback gathered by School Administrators from parent/guardians, community partners and staff
- From Special Education Teachers (SET)
- From Special Education Lead/Multi-Disciplinary Team

March/April

- Consultation with Indigenous Education Advisory Committee (IEAC)
- Consultation with Special Education Advisory Committee (SEAC)
- Consultation with Parental Involvement Committee (PIC)

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 parent/guardians, community partners and staff

June

- Plan brought to board meeting for final approval

August

- Present Board Plan to our School Administrators



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 parent/guardian wishes. We value and prioritize human rights and equity practices to ensure that all students, regardless of their disability, have equal access to meaningful education. The Board is committed to prioritizing and honouring the Calls to Action provided by the Truth and Reconciliation Commission of Canada and must meet the Calls to Action pertaining to Education for Reconciliation.

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 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 their exceptionality or disability;
- To develop individual potential;
- To nurture the development of:
 - Pride in personal achievement
 - Self-worth
 - Self-Regulation
 - 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 special education personnel;
- Out-of-school assessments for speech, language, behaviour, psychological, psychiatric, occupational, physiotherapy, and academics;
- Out-of-school referral to North of Superior Counseling Programs (NOSP), Tikinagan Child and Family Services, or Dilico for mental health counseling;
- Referral to the Board Team Lead, Positive Behaviour 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 Accommodations Only

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, scribing, 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 Modifications and Accommodations

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. For students who were previously not modified but now require modifications, schools must submit a referral to the Multi-Disciplinary Team. Modifications should only be considered as a last resort, following the implementation of interventions, and must be based on an identified exceptionality.

Level 3 Alternative Programming and/or Modifications and Accommodations

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 (IPRC) in consultation with the parent/guardian 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

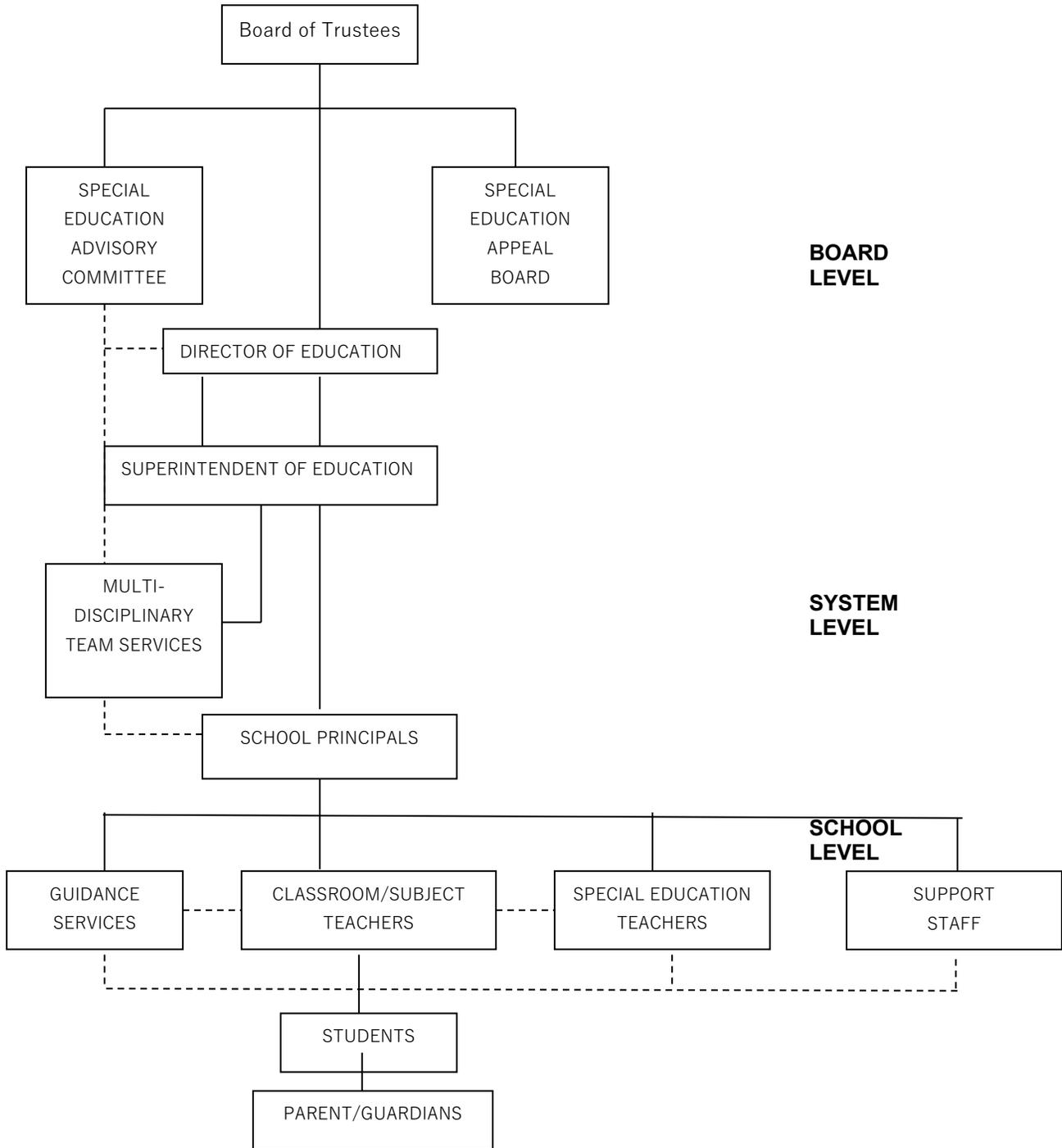
Provincial and demonstration schools offer support services within the Board's schools for students who are blind, deaf, physically challenged or severely learning disabled. Some students, however, may require a day treatment or a residential program in order to be successful. Students placed in provincial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

Standards for School Boards' Special Education Plan



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 Questionnaire (ASQ)" 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. The ASQ will be used with all Year One Kindergarten students transitioning to school.

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/guardian 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/guardian with regard to the child's progress. The parent/guardian 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:

- Kindergarten, Grade 1 and Grade 2 Oral Language Assessment (OLA) in Terms 1, 2
- Acadience Reading Screener K-6
- Ages and Stages Questionnaires III Edition, Ages and Stages Questionnaire: Social-Emotional Screening II Edition
- 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, in a small group situation or in intervention.

Should difficulties continue, a parent/guardian-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/guardian 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/guardian 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 counselling is available. These services can be accessed by schools with the consent of the parent/guardian 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 parent/guardians, caregivers and community agencies to develop a specific transition plan for students who may possess special needs. *Please see Appendix I for the Transition to Kindergarten support documentation.* Through the use of these documents, 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



“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.
- Practice 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
<p>Identify a transition planning team</p> <p>Discuss transition planning with family and student during an case conference</p> <p>Identify an individualized timeline and set target dates</p> <p>Grade 8 students visit the home secondary school</p>	November	<p>Elementary School Team</p> <p>Parent/Guardians</p> <p>Student</p>	"Planning a Transition"	<p>Elementary Principal</p> <p>Elementary SET</p>
<p>Gather information about the secondary school</p> <p>Share information gathered from "Planning A Transition" with the secondary special education department</p> <p>Grade 8 teachers complete online transition profile for special education students</p>	December	<p>Elementary SET</p> <p>Secondary SET</p>	"Planning a Transition" Case Conference	<p>Elementary school team to contact Secondary Special Education department to inform of special education needs</p>
<p>Secondary SET to visit the Elementary school to have discussions with elementary school team</p>	January	<p>Elementary SET- Secondary Student</p>	"Planning a Transition"	<p>Secondary SET</p> <p>Elementary SET</p>
<p>Transition planning meeting with parent/guardians, student, Elementary and Secondary school teams for a "Planning a Transition" meeting</p> <p>Share current IEP, most recent report card and IEP Transition Plan with Secondary School</p> <p>Review SEA resources if applicable</p> <p>Students with special education needs visit the secondary school for a half day (including lunch) to</p>	February - May	<p>Secondary school team</p> <p>Student</p> <p>Elementary SET</p>		<p>Secondary School Team</p>
<p>Secondary SET meets with outside agencies regarding specific students</p>	April	<p>Secondary SET</p>		<p>Secondary SET</p>
<p>IIRC's held for Elementary to Secondary Transitions, if applicable (at Secondary site)</p> <p>Make arrangements to</p>	<p>April/May</p> <p>* reminder packages</p>	<p>Elementary and Secondary School Teams</p> <p>Parent/Guardians</p>	<p>IIRC package and documentation</p>	<p>Elementary & Secondary Principal to collaborate to set dates for IIRCs</p>



Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
transfer SEA equipment to secondary school by completing the necessary transfer forms	have to be to the participants at least 10 days prior to the IPRC day	Student		Elementary SET creates IPRC packages



E - THE IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (IPRC) PROCESS and APPEALS

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

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

Copies of these pamphlets are available from the principal in each school, on the Board website (www.sgdsb.on.ca/reports--publications) 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(s)
- Conference with the parent/guardians 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, the teacher should consult with the principal, the special education teacher and parent/guardians in order to initiate formal testing.

Identification, Placement and Review Process

Informing Parent/guardians

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 case conference parent/guardians are given a copy of the board’s special education pamphlets *Parent/Guardians’ Guide to Special Education IPRC’s and Appeals*. Parent/guardians/representative from First Nation(s) are then invited to attend case conferences with regard to the findings of the in-school assessment. If more information is required, parent/guardians must sign for an out-of-school assessment to be completed. Once this assessment is completed the findings are shared with the parent/guardians and appropriate school personnel.

A decision may be made to refer the student to an Identification, Placement and Review Committee. The parent/guardians is/are 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. In the case of parents, living in isolated communities, that need to meet by teleconference, these arrangements can be made. Boarding of those involved in this process will be done with the consent of parents/guardians. The Individual Education Plan is also reviewed with the parent/guardian/education representative from First Nation(s).

Gathering Information

The classroom teacher gathers information and shares the findings with the parent/guardians and any other representative(s) of the parent/guardian/student's choosing. If an in-school assessment is conducted, the person responsible for the assessment collects information from 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/guardian(s), the student
- Work samples, portfolios, writing sample
- Student observation - for learning style, environmental factors behaviour, peer interaction, organizational skills, social skills.
- Conferences with First Nation partners involved based on Education Service Agreement

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/guardian 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-Greenstone 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/guardians 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/guardians to dispense with the review. The parent/guardians 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/guardians 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/guardians 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/guardians 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 Parent/Guardians Prior to Rendering a Decision to the Board

Communication and consultation will take place with the parent/guardians prior to the calling of an Identification, Placement and Review meeting. Parent/guardians are informed before the IPRC of any testing results that will be presented to the IPRC committee. The parent/guardians are asked for input at the IPRC meeting. For those in isolated communities, meetings can occur by teleconference. Parent/guardians 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

Parent/guardians 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. Parent/guardians 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. Parent/guardians are given a copy of the IPRC minutes for their personal files.

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

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

Parent/Guardian Guides to IPRC's and Appeals

Further information about IPRC's and Appeals is outlined in the Parent/Guardian Guides. The Parent/Guardian Guides are available from all school principals and from the Board's website (www.sgdsb.on.ca/reports--publications). See samples in the Appendix B.

SGDSB IPRC for 2024-2025 School Data

School	Total Number of IPRC's	IPRC's Initiated by School	IPRC Initiated by Parent /Guardians	Total # of IPRC Reviews Completed	Total # of IPRC Appeals Completed
Dorion PS	2	2	0	6	0
Manitouwadge PS	5	5	0	8	0
Nakina PS	1	1	0	0	0
Schreiber PS	0	0	0	9	0
George O'Neil PS	8	8	0	11	0
Beardmore PS	0	0	0	0	0
B.A. Parker PS	11	11	0	12	0
Terrace Bay PS	1	1	0	6	0
Margaret Twomey PS	3	3	0	10	0
Marjorie Mills PS	1	1	0	5	0
Marathon HS	12	12	0	17	0
Lake Superior HS	10	10	0	21	0
Manitouwadge HS	3	3	0	19	0
Nipigon Red Rock DHS	11	11	0	30	0
Geraldton Composite HS	9	9	0	31	0
SGDSB TOTALS	77	77	0	148	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 can 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/guardians 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 and WFAS, administered by teachers with Special Education qualifications, it may also include student information based on the results of one or more of the following through an MDT Referral:

- 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/guardian 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/guardians 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/guardians must consent in writing to any out-of-school testing. If the parent/guardians 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 parent/guardians 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 parent/guardians/education representative of the First Nation, the out-of-school agency co-ordinates the post-assessment conference. The parent/guardians must give the out-of-school agency permission to share results with the school.



Parent/Guardian Consent

Parent/guardians 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, behavioural, 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 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 Centre, George Jeffery Treatment Centre, Dilico, Tikinagan Child and Family Services, North of Superior Counselling 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. Parent/guardians 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 parent/guardians for the inclusion of their reports in the student’s Ontario Student Record folder. Parent/guardians 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)

Parent/guardians, in consultation with agency/medical professionals, provide consent for the release of information to the schools. Schools provide consents signed by the parent/guardians 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. Only the Director of Education (or designate) has the authority to approve these assessments.

Average Waiting List For Assessments

Assessments through Family Physician	Varies according to the type of referral
In-School Assessments	2 to 3 weeks
Out-Of-School Assessments	3 months – 1 year
SGDSB Educational Assessments	3 months – 1 year

*In-school assessments are managed by the in-school Special Education Team.

**SGDSB Educational Assessments are managed by the Multi-Disciplinary Team and contracted out to third party Private Professionals.

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/guardians or school personnel identify a difficulty:

- School personnel consider alternate teaching strategies, program differentiation and accommodation, 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/guardians or school personnel
- Multi-Disciplinary referral form is completed and principal's signature obtained (MDT Referral Form)

Step Three: An educational assessment is completed:

- Parent/guardians/adult student consent in writing must be obtained
- Non-consent is signed, if assessment is denied
- Assessment findings are completed and summarized according to Education Summary Format

Step Four: School personnel, parent/guardians 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 (Special Programs)
- 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/guardians/adult student
- Written consent of the parent/guardian or adult student must be obtained (SE4)

Step Two:

- Reports from the out-of-school referral shall be shared with parent/guardians and school personnel in accordance with agency procedures
- Case conference minutes shall be kept and filed in the student's OSR

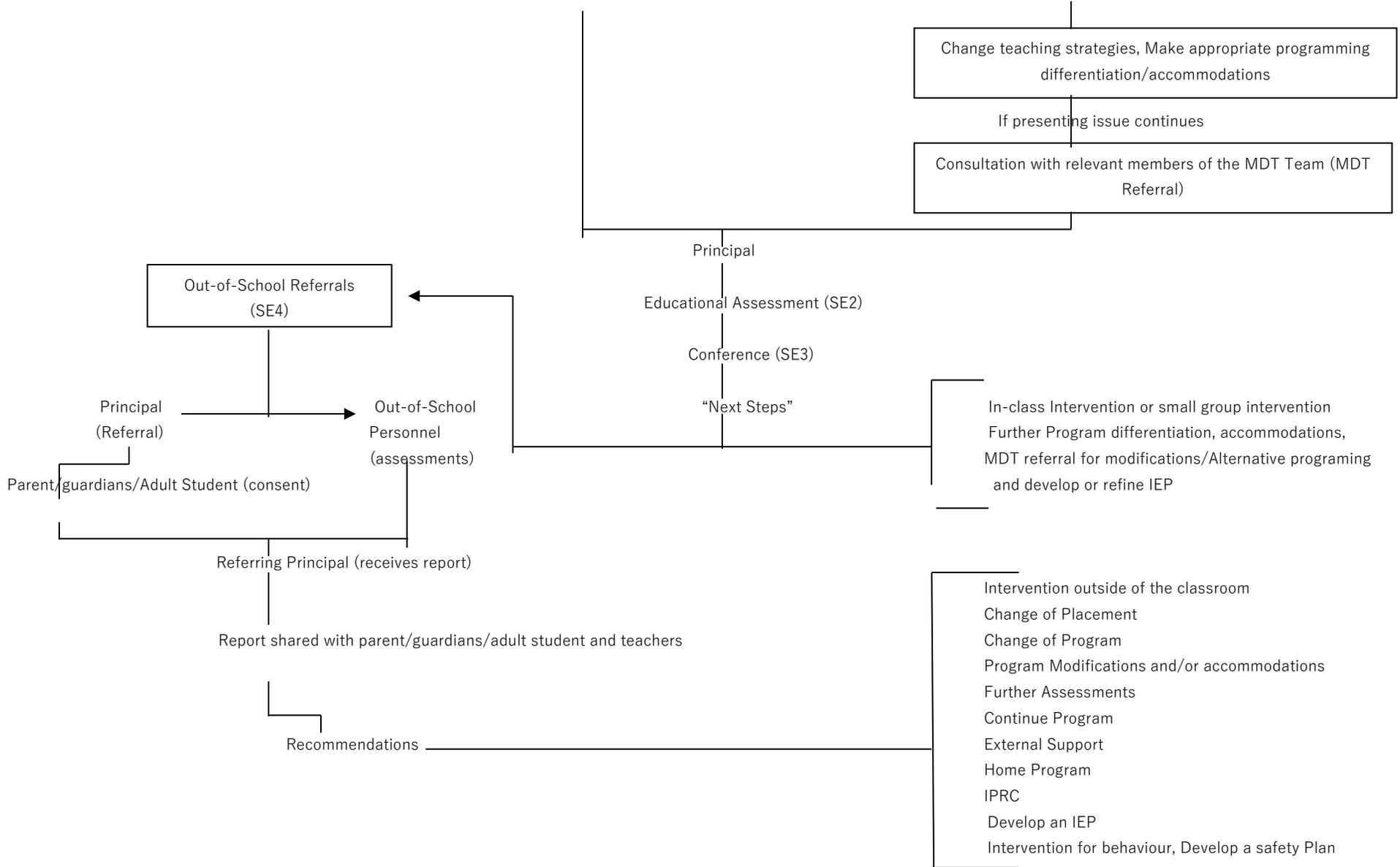


REFERRAL and ASSESSMENT PROCEDURES

IDENTIFICATION OF CHALLENGE

PARENT/GUARDIAN/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-Greystone 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;
- Parent/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/guardian 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 parent/guardian 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/guardian 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 students 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 Pervasive Development Disorder (PDD) 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 speech and language pathologist (SLP) from George Jeffries Children's Centre (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 (CCTB).

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 Identification, Placement and Review (IPRC) process, in conjunction with the parent/guardians. If the Board cannot offer the required program, it will look to purchase services from another Board. Parent/guardians also have the option of enrolling their child in a Provincial School if their criteria are met. Parent/guardians 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 parent/guardians 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
- Educational Assistants – determined on a yearly basis
- Teachers of the blind and visually impaired
- Positive Behaviour Support Team Lead
- Positive Behaviour Support Workers
- Learning for All System Principal
- Special Education Facilitator
- Indigenous Special Education Facilitator

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, funds 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.
- d) Special Education audit data drive much of our needs assessment for staff.

Calendar of Professional Development

The Ministry of Education directs professional development days during the school year and these 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
 - Monitoring student goals and supporting documentation

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 (SEAC) 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

- Approximately \$45,000
 - BMS Training & Re-certification
 - Workplace Violence Training
 - ABLLS Training
 - ABA Training
 - EA Onboarding Videos

SET Money Allocated Professional Learning

- Approximately \$ 40,000
 - Executive Functioning
 - Knowing the Learner
 - Ages & Stages
 - Hot Topics in Special Education
 - Assistive Technology
 - WFAS Training
 - BMST Training
 - ABA Training
 - ABLLS and AFLS Training
 - Reading Intervention (Empower, Passport and Rewards)
 - ASQ Training
 - UDL Training



P – NEW EQUIPMENT

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

- Medical Practitioners
- Audiologists
- Psychologists
- Augmentative communication
- Speech language pathologists
- Provincial Schools
 - Deaf, deaf-blind
 - Hard of hearing
 - LD
 - ADHD
- North West Local Health Integration Network (NWLHIN)
- Occupational/Physical Therapists
- Special Equipment Amount (SEA) guidelines

SEA provides funds 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:

1. Formula Component

All boards receive funding based on a formula consisting of:

- a) A Base Amount: a flat rate of \$200,000 for all boards, and
- b) A Per Pupil Amount: providing \$51.10 per student based on the board's average daily enrolment (ADE).

The formula component is calculated as follows: \$200,000 per board + (\$51.10 x ADE)

2. Claims-Based Component

Boards can apply for funding for the purchase of any single item (any equipment type technology related or not) costing \$5,000 or over before taxes for use by an individual student with special education needs and outlined and described in the student's accommodations in their IEP.

Examples of SEA equipment are:

- Computer hardware/software
- Tablet technology
- Speech analysers
- 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
- Calming rooms or Sensory equipment

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

Principals identify equipment needs to system resource personnel 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	Status	Update
Margaret Twomey PS	ODA compliant play space structures	2022-2023	Area re-design- No Play structure is on plan
Manitouwadge PS	ODA compliant play space structures- planning stage	Design Stage 2021-2022; Construction 2025-2026	Area re-design- No Play structure is on plan
Terrace Bay PS	ODA compliant play space structures- planning stage – continued	2022-2023	Area re-design- No Play structure is on plan
Schreiber PS	Planning process for special education learning environments.	Design Stage- Construction scheduled for 2024 - 2025	Calming room
Schreiber PS	ODA compliant play space structures- planning stage	2023-2024; Construction to be completed by August 31, 2025	Area re-design- No Play structure is on plan
Marjorie Mills PS	ODA compliant play space structures- planning stage	2025-2026	Area re-design- No Play structure is on plan
Marjorie Mills PS	Barrier Free Gender-Neutral Washroom/Changeroom	2022-2023	They have one, needs some upgrades
Terrace Bay PS	ODA compliant play space structures- planning stage	2024-2025	Area re-design- No Play structure is on plan



<p>Marathon High School</p>	<p>Food Service Program - new millwork and accessibility</p>	<p>2021-2022 Design Stage; Construction to be completed August 31st, 2025</p>	<p>Re-designed needed. Project design year 24/25. Build year 25/26 pending budget</p>
<p>Geraldton Composite High School</p>	<p>Gym- Barrier Free Gender Neutral Washroom/Changerooms</p>	<p>2021-2022 Design Stage; Construction to be completed by August 31st, 2023</p>	<p>Barrier Free is completed (by Confederation College) Gender Neutral under construction May</p>

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 of Education 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, therefore, 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 - SEAC

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 SPECIAL 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 Indigenous 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 Indigenous 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
- Elections will take place at the January SEAC meeting
- The Chair and Vice Chair are in place for 4 years, or until resignation from the role
- The Inaugural meeting each year will be the December SEAC meeting

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, they act 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 Plan Review
- Ensure that an opportunity for SEAC to participate in the Board's budget process in Special Education
- 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 and social media 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

Parent/guardian 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 the general public and may take place by teleconference, videoconference, face-to-face, or a combination of the three methods. Meetings normally take place the second Tuesday of the month from 3:00 pm – 4:00 pm. Parent/guardians are able to present ideas and concerns to the SEAC upon request.



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

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 parent/guardians. 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, Children's Centre Thunder Bay, 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 their 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.

For Students Arriving from Other Boards or Programs

In most cases, students arrive at the school with their parent/guardians or agency representative to enrol 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/guardian 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.

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
North 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
Children's Aid Society of the District of Thunder Bay
Luthern Community Care Centre
Dilico Anishinabek Family Care
Tikinagan Child and Family Services



U – SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN

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

- A copy can be accessed on the board website (www.sgdsb.on.ca/reports--publications)
- 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 and social media platforms
- On EDSBY
- 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 parent/guardians 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/guardian guide to provide parent/guardians 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 (SEAC)
- 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 parent/guardians, 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 IPRC 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

Board Learning for All System Principal

Learning for All System Principal 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 virtually
- 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 resource 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, 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
- Supervise clinical staff including social workers and child and youth workers

Positive Behaviour Systems Support

The Positive Behaviour Systems Support 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 instructional approaches that are evidence-based, for students with ASD
- 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
- Plans, coordinates and facilitates the After-School Development Program
- Builds capacity of behaviour management systems with school teams
- 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 IPRC, to be familiar with the general procedures for IPRC'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/guardian and/or adult student
 - To make sure that all documents have been signed
 - To explain the legal rights to the parent/guardian/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 parent/guardians
- 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 parent/guardians 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 parent/guardians 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 parent/guardian 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 parent/guardians 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 parent/guardians
- 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 IPRC



- 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/guardian 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/guardian-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/guardian-teacher conferences, and other activities, as appropriate





The Parents' Guide to Special Education

The Education Act

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 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 contact your child's principal.

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 a special education program?

This is an educational program that is based on and modified by the results of continuous assessment and evaluation; and includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

Individual Education Plan (IEP)

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP must be developed by the school, in consultation with the parent and 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 a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

The IEP must be completed within 30 days of placement and the principal will ensure that you receive a copy

Exceptional Students

The Education Act defines an exceptional student as one "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.

*Initial IPRC: usually principal, system resource personnel and SET
Review IPRC: principal, SET, and classroom teachers*

Identification Placement and Review Committee (IPRC)

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

- 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 assistance to classroom teachers and/or students.

IPRC Meetings

The principal of your child's school must request an IPRC meeting for your child upon receiving your written request and may, with written notice to you, refer your child to an IPRC meeting when they and the child's teachers believe that your child may benefit from a special education program.

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 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 and:

- 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 they are 16 years 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.

Small Schools Make A Difference

February 2021



Who attends an IPRC and/or IPRC Review?

Regulation 181/98 entitles parents and students 16 years of age or older to be:

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

Either you or the principal of your child's school may make a request for the attendance of others including:

- The principal of your child's school;
- Other resource people such as your child's teachers, 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 (request this service through the school principal).

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 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 any

What will the IPRC consider?

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, and written statement includes:

- 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;
- The IPRC recommendations regarding a special education program and special education services; and
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

Once a child has been placed in a special education program, can it 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 & 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 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.

What can a parent 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 SGDSB.

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 *Parents' Guide to Special Education, Appeals, Support Organizations and Board Contacts*).

Notes:

1. To receive this guide in Braille, large print, or audiocassette format, please contact the board office.
2. When used in this guide, the word parent includes guardian.

www.sgdsb.on.ca

12 Hemlo Drive, Postal Bag 'A'
Marathon, ON P0T 2E0
P 807-229-0436 F 807-229-1471





Parents' Guide to Special Education, Appeals, Support Organizations and Board Contacts

Appeals: What can a parent do if they disagree with the IPRC decision?

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 and is outlined below. If you do not agree with either the identification or placement decision made by the IPRC, you may:

Requests must be received in writing and timelines need to be followed.

...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 the Superior-Greystone 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. 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.

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

The 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: Director of Education, PO Bag 'A', 12 Hemlo Drive, Marathon, ON P0T 2E0.

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 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 the chair has been selected (unless parents/guardians 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 they are 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 meetings ending. It may: agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation the board about your child's identification or placement or both.
- The appeal board will report its recommendation in writing, to you and 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?

From time to time parents disagree with the identification or 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 teachers for program modifications and accommodations. The SET (Special Education Teacher) may also provide resource assistance directly to the student on an 'as required' basis. Education assistants or other resource personnel may 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 the student 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.

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Support Organizations: What organizations are available to assist parent/guardians?

Many organizations are available to provide information and support to parent/guardians of exceptional children. Locally, several organizations are eligible for membership on the board's Special Education Advisory Committee (SEAC) and you can obtain the pamphlet titled "School to Community Transition: Community Resources" from your principal or the school board.

Provincial organizations include the Association for Bright Children of Ontario, the Learning Disabilities Association of Ontario (LDAO) and the Geneva Centre for Autism.

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 Autism Spectrum Disorder (ASD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

French-language school for French-speaking students

A demonstration school for French-speaking students with severe learning disabilities, including those associated with ASD:

Centre Jules-Leger 613-761-9300
281 rue Lanark,
Ottawa, ON K1Z 6R8

Demonstration Schools for English-speaking Students

Schools for students with severe learning disabilities, including those associated with ASD include:

Amethyst School 1515 Cheapside Street London, ON N5Z 4V9 519-453-4400	Sagonaska School 347 Ontario Street South Milton, ON L9T 3X9 905-878-2851	Trillium School 350 Dundas St W. Belleville, ON K8P 1B2 613-967-2823
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School for the Blind and Deaf

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
519-759-0730

Schools for the Deaf

Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 905-878-2851	Roberts School for the Deaf 1515 Cheapside Street London, ON N5V 3N9 519-453-4400	Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 613-967-2823 / 1-800-501-6240
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Additional Information...can be obtained from:

Superintendent of Education, 807-229-0436, or toll-free 1-888-604-1111, or by reaching out to one of our school principals:

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

Notes:

1. To receive this guide in Braille, large print, or audiocassette format, please contact the board office.
2. When used in this guide, the word parent includes guardian.

www.sgdsb.on.ca

12 Hemlo Drive, Postal Bag 'A'
Marathon, ON P0T 2E0
P 807-229-0436 F 807-229-1471

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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. These community organizations/agencies are among many that offer support to students with special needs. We hope that this compilation of available sources is of assistance.

Local Support Organizations: *What is available locally to assist parents and students who are transitioning to the community?*

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.

North West Local Health Integration Network/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 Childrens' 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 provides 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.

General

211 Ontario North 211north.ca	211 1-866-624-1729
Assistive Devices Program ontario.ca/page/assistive-devices-program/	1-800-268-6021 TTY: 1-800-387-5559
Child & Community Resources ccrconnect.ca	Thunder Bay 1-877-996-1599 624-2540
Community Living Ontario communitylivingontario.ca	1-800-278-8025
Easter Seals Society easterseals.org	Thunder Bay 345-7622
Kids Help Phone kidshelpphone.ca	1-800-668-6868 text: 686 868
Legal Aid Ontario legalaid.on.ca	1-800-668-8258
Learning Disabilities Association of Ontario ldao.ca	1-416-929-4311
Member of Parliament, Patty Hajdu	1-888-266-8004, 766-2090
Member of Provincial Parliament, Michael Gravelle	345-3647
Ontario March of Dimes marchofdimes.ca	345-6595
Respite Services respiteservices.com/thunderbay/respiteservices	625-6692
Service Ontario ontario.ca	1-800-267-8097
TTY User Operator Assistance (TTY to Voice)	711 1-800-855-1155
TTY Users Relay Service	1-800-855-0511
Wesway (respite services) wesway.com	623-2353

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School to Community Transition: Community Resources—Page 2

Family / Support		Health		Job Training / Employment	
Adult Protective Services greenstone.ca Protective Services Program lcctbay.org	Geraldton 853-0499 Marathon 229-1340 x 2226	Addictions Counselor Ontario Works Canadian Mental Health Association thunderbay.cmha.ca Crisis Response Services Suicide Prevention	Manitouwadge 826-2869 Crisis Response Services 1-888-269-3100 345-5564 1-866-888-8988	Employment Standards (Ministry of Labour) OH&S Contact Centre	1-800-531-5551 1-877-202-0008
North West Local Health Integration Network northwestlin.on.ca/	Geraldton 854-2292 Marathon 229-8627 Nipigon 887-5862 No area code: 310-2222	District Family Health Team	Greenstone 854-0051 Manitouwadge 826-3251 Marathon 229-3243 Nipigon 887-5252 Schreiber 824-2934 Terrace Bay 825-3235	Employment and Social Development Canada	Geraldton 854-0635 Marathon 229-0959 Terrace Bay 624-1470
Dilico Anishinabek Family Services dilico.com	Longlac 876-2267 Mober 822-2521 Nipigon 887-2514	Health Card ontario.ca	1-800-664-8988	Northwest Employment Works	Marathon 229-3223 Thunder Bay 473-3829
Food Banks	Geraldton 854-FOOD (3663) Manitouwadge 826-4326 Marathon 229-9986 Nipigon 887-2348 Schreiber 824-2013 Terrace Bay 825-2801	Hospitals	Geraldton 854-1862 Manitouwadge 826-3251 Marathon 229-1740 Nipigon 887-3026 Terrace Bay 825-3273	Manitouwadge Employment Centre	Manitouwadge 826-1414
North of Superior Programs (NOSP) nosp.on.ca	All Communities 1-877-895-6677	Mental Health Service Information Ontario	1-866-531-2600	AETS (Anishinabek Employment and Training Services) aets.org	1-866-870-2387 346-0307
Kinna-Awaya Legal Clinic kalc.ca	Thunder Bay 344-2748 1-888-373-3309 Geraldton 854-1278 1-866-854-1542 Marathon 229-2290 1-866-389-1477	PACE pace-tbay.net	Geraldton 854-2649 Manitouwadge 826-4442 Marathon 229-0357 Nipigon 110 Front St. Schreiber 824-1362	Continuing Education	
Legalaid Ontario legalaid.on.ca	1-866-297-5559	METTA Counselling	Marathon 229-4220	Confederation College	Geraldton 854-0652 Marathon 229-2464
Lutheran Community Care Centre lcctbay.org	345-6062 Thunder Bay and District 1-866-752-5427	North of Superior Programs nosp.on.ca	Geraldton 854-1321 Longlac 876-2235 Manitouwadge 826-4517 Marathon 229-0607 Nipigon 887-2632 Red Rock 228-1873 Schreiber 824-3236 Terrace Bay 825-3238	Confederation College, Distance Ed/ E-Learning	475-3846 1-800-465-5493
Marathon Children and Family Centre mcfcentre.ca	229-3031	Northern Health Travel Grant	1-800-461-4006	Contact North contactnorth.ca	1-855-356-4888 Greenstone 854-0542 Manitouwadge 826-3327 Lk. Superior N. 229-2790 Nipigon 887-3320 Terrace Bay 825-9160
Marjorie House marjoriehouse.ca	Manitouwadge 826-4224 Marathon 229-2222 Schreiber 824-3380	Sick Kids sickkids.ca	Toronto 416-813-1500	TVO / ILC ilc.tv.org	1-800-387-5512
Superior-Greenstone Association for Community Living sgacl.ca	1-888-434-4409 Geraldton 854-0775 Red Rock 886-2801	Superior Speech Services	Schreiber 824-1304	Public Libraries	Beardmore 875-2212 Dorion 857-2318 Greenstone 854-1490 Longlac 876-4515 Manitouwadge 826-3913 Marathon 229-0740 Nipigon 887-3142 Red Rock 886-2558 Schreiber 824-2477 Terrace Bay 825-3315
The Family Place/ Best Start brassbell.org	Dorion, Manitowadge, Marathon, Nipigon, Red Rock, Schreiber, Terrace Bay: see Facebook	Telehealth Ontario	1-866-797-0000	www.sgdsb.on.ca 12 Hemlo Drive, Postal Bag 'A' Marathon, ON P0T 2E0 P 807-229-0436 F 807-229-1471	
		Thunder Bay District Health Unit tbdhu.com	Greenstone 854-0454 Manitouwadge 888-294-6630 Marathon 229-1820 Red Rock 886-1060 Terrace Bay 825-7770		

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Superior-Greenstone District School Board

A Guide for Parents, Guardians and Students Transitions

SOURCES: Ontario Ministry of Education, *Transition Planning: A Resource Guide 3M17*; *Planning Entry to School: A Resource Guide 2005*; 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 ~~practice~~ 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.



Inside this guide

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.

Transitions Entry to School In-School	2
Beyond High School Transition Planning PPM 140	2
PPM 106 Individual Education Plans Transition Portfolio For More Information	3

A Guide for Parents, Guardians and Students

Page 2

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 School, 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

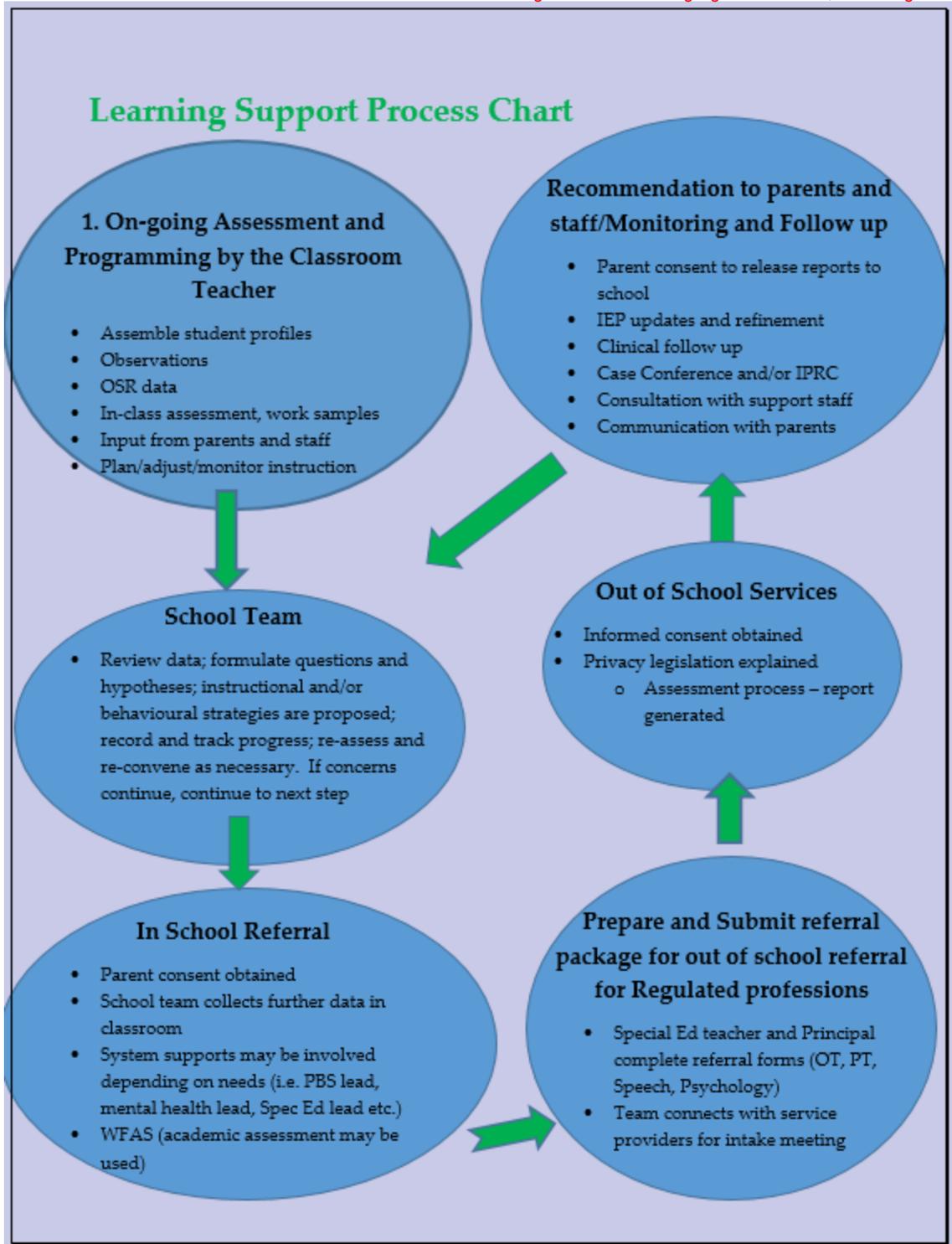
- Teachers often refer students who are exhibiting difficulties at school for a psychological assessment. The most common reasons for referring students for a psychological assessment are that they are having difficulty acquiring age-appropriate academic skills, or controlling their behaviour.
- The 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.



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.



The Parents' Guide to the Individual Education Plan (IEP)

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.

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 principal can provide the names of the organizations that serve your area. This information is also found in the Special Education Advisory Committees brochure available from your child's school, or through the special education section of sgdsb.on.ca

Carrying out the IEP: *At home, how can I help my child reach their goals?*

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

Review & 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 teachers about the goals that have been set
- Communicate regularly with your child's teachers 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 IEP summarizes:

- 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

Alternative programming: expectations that outline learning related to skill development in areas not represented in the Ontario curriculum, and may include behaviour, life skills, learning strategies or the social/emotional needs of the student.

Accommodation: a term 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.

Modification: 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.

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

Who develops a Students IEP?

Creating an IEP is a process that involves the classroom teachers with whom the student interacts, the student, where appropriate, the students parents, the Special Educational Teacher (SET), other professionals involved with the student, other school personnel/support staff, and staff from community agencies.

A students IEP should be developed, implemented, and monitored in collaborative manner. The IEP 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.

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 teachers about your child's:

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

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 teachers the hopes you have for your child's learning;
- Bring ideas and information
- Ask questions
- Value everyone's input

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, between grades, from elementary to secondary school
- Activity to activity, class to class, school to 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 post secondary partners as appropriate and is reviewed and updated as part of the IEP review process.

See [School to Community Transition Information](#) for more

SGDSB SEAC (Special Education Advisory Committee) 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
- Do not represent professional educators

See the [SEAC Guide](#) for more info

Notes:

1. To receive this guide in Braille, large print, or audiocassette format, please contact the board office.
2. When used in this guide, the word parent includes guardian.

www.sgdsb.on.ca

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Marathon, ON POT 2E0
P 807-229-0436 F 807-229-1471

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

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) No

Exemptions: 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: _____

<p>Current Level of Achievement:</p> <p>Prerequisite course (if applicable) _____</p> <p>Letter grade/Mark _____</p> <p>Curriculum grade level _____</p>	<p>Current Level of Achievement for Alternative Program:</p>
---	---

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



Appendix C: Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, board staff, parent/guardian, 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/guardian 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/guardian 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 o longer required for the student to attend school.	Parent/guardian, Ministry of Health and School
Speech and language therapy	GJCC	Referral from the parent/guardian 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/guardian and school.
Speech correction and remediation	GJCC	Referral from the parent/guardian 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/guardian and school.
Administering of prescribed medications	Educational Assistants Board Staff Pupil as authorized Parent/guardian 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/guardian
Catheterization	Trained Educational Assistants or Health Professional or Parent/guardian	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Suctioning	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Lifting & positioning	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Assistance with mobility	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.

Feeding	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Regular Board Meeting Agenda June 23, 2025 Page 107 of 150 Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Toileting	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.

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 exceptionalty:

- 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 of clothing and property

Antisocial/attentionnel-impulsive disorders:

- Works in an impulsive and uncritical manner
- Is inattentive, indifferent, apparent/guardianly 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 date 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 parent/guardians; 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 INTERACTON

- | | |
|---|---|
| <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 |
|---|---|



- Reluctant to express needs and difficulties associated with hearing loss
- Serious and intent but may appear angry

- Have developed quite significant coping skills

HEALTH

- 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 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 their 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 their 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 their 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; 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.

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
 - 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/guardian• 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 • Shows good judgment, common sense | <ul style="list-style-type: none"> • Responsible • Articulate, verbally fluent • Foresees the consequences of things |
|---|---|



CREATIVE

- Independent thinker
 - Expressive (oral or written)
 - Keen sense of humour
 - Is resourceful
- Doesn't mind being different
 - Is original, unconventional, imaginative

VISUAL/PERFORMING ARTS

- Ability for expressing feelings, thoughts and moods through art, dance, drama or music
 - Good coordination
- Exhibits creativity, imagination
 - Observant
 - Likes to produce original products
 - Flexible

GIFTED UNDERACHIEVEMENT

- Barely passes or does not pass tests
 - Fluctuating performance levels
 - Performance drops when presented with repetitive material
- 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 their 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 • 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 | <ul style="list-style-type: none"> • 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 Schools 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
TTY: 905-878-7195
Toll Free 1-866-906-1192
Toll Free TTY:1-866-906-1193

Schools for the Deaf:

Ernest C. Drury School
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: 905 878-2851
Fax: 905 878-9261 (Elementary School)
Fax: 905-878-9390 (Secondary School)
TTY: 905-878-7195

The Robarts School
1090 Highbury Avenue, PO Box 7360, Stn E.
London, Ontario N5Y 4V9
Tel. and TTY: 519-453-4400
Fax: 519-453-7943

Sir James Whitney Provincial School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Tel. and TTY: 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 K1Z 6R8
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

Sagonaska Demonstration 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 SEAC Contact List

Special Education Advisory Committee as of April 25, 2024

Voting Members

<p>Brandy Brake Weldon <i>Dilico (Chair)</i> Work: 807-887-2514 Email: BrandyBrakeWeldon@dilico.com</p>	<p>Sheila Zappitelli <i>Superior Greenstone Association for Community Living Representative (Vice Chair)</i> Work: 807-633-2300 Email: sheila.zappitelli@sgacl.ca</p>
<p><i>Vacant – First Nation Trustee</i></p>	<p>Andrea Stach <i>George Jeffrey's Children's Centre</i> Email: astach@georgejeffrey.com</p>
<p>Julie Michano <i>Trustee</i> Email: jmichano@sgdsb.on.ca</p>	<p>Megen Brunskill <i>Trustee</i> Email: mbrunskill@sgdsb.on.ca</p>
<p>Dickson Obi <i>North of Superior Counselling Program</i> Email: dickson.obi@nosp.on.ca</p>	<p>Allison Jarvis <i>Trustee (Alternate)</i> Email: ajarvis@sgdsb.on.ca</p>
<p>Pat Liscombe <i>Trustee (alternate)</i> Email: pliscombe@sgdsb.on.ca</p>	
<p>Jennifer Moore <i>Dilico (alternate)</i> Work: 807-887-2514 Email: jennifermoore@dilico.com</p>	<p>Katie Porobic <i>Superior Greenstone Association for Community Living Representative (Alternate)</i> Work: 807-854-0775 Fax: 807-854-1047 Email:</p>

Resource Members

<p>Will Goodman <i>Director of Education</i> Work: 807-886-2253 ext 104 Fax: 807-229-1471 Email: wgoodman@sgdsb.on.ca</p>	<p>Carole Leroux <i>Superintendent of Education</i> Work: 807-886-2253 ext 104 Fax: 807-229-1471 Email: cleroux@sgdsb.on.ca</p>
<p>Flora Love- Jedruch <i>Superintendent of Education</i> Work: 807-886-2253 ext 232 Fax: 807-229-1471 Email: flove@sgdsb.on.ca</p>	<p>Pinky McRae <i>Board Chair (Ex-Officio)</i> Home: 807-229-3417 Email: pmcrae@sgdsb.on.ca</p>
<p>Zoey Krause <i>Student Trustee</i> Email: zoeykrau@student.sgdsb.on.ca</p>	<p>Deana Renaud <i>Mental Health Manager</i> Work: 807-228-0196 Email: drenaud@sgdsb.on.ca</p>
<p>Miley Anthony <i>Student Trustee</i> Email: mileanth@student.sgdsb.on.ca</p>	<p>Annick Brewster <i>Assistant Superintendent: School Effectiveness</i> Work: 807-826-3241 Email: abrewster@sgdsb.on.ca</p>
<p>Tara Balog <i>Assistant Superintendent</i> Work: (807) 826-3241 Email: tbalog@sgdsb.on.ca</p>	<p>Melissa Bianco <i>Team lead Positive Behaviour</i> Work: 807-889-1327 Email: mebianco@sgdsb.on.ca</p>
<p>Erik Leroux <i>Learning for All System Principal and Principal of Dorion Public School and George O'Neill Public School</i> Work: 807-886-2253 Email: eleroux@sgdsb.on.ca</p>	<p>Lisa Zeleny , <i>Executive Assistant</i> Work: 807-886-2253 Email: lzeleny@sgdsb.on.ca</p>

Meetings are held on the second Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by electronic means due to 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	10	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	0	Special Education Facilitator 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	52 (total elementary and secondary)	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	5	
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	3	
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 program	5	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 (Special Education Facilitator)	1	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	52	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	0	
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	0	
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, Early Identification

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD		
<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	EARLY IDENTIFICATION	517
<i>Board Approved:</i>	September 24, 2019 October 27, 2015 February 17, 2010 August 10, 2002	<i>Reviewed:</i> June 4, 2019 October 5, 2015 October 26, 2009 April 2004 <i>Review By:</i> December 2024
POLICY		
<p>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".]</p> <p>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.</p>		
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. Communication will take place during the transition to Kindergarten, while the child is in Kindergarten as well as during the transition to the next year's teacher.	
1.4	Documentation of learning takes place in an ongoing basis and is shared with families through learning stories and regular updates.	
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 <i>Thunder Bay & District Transition for Children with Special Education Needs</i> document.	



2.0 Time Line

<i>Action</i>	<i>Involved</i>	<i>Timeline</i>
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/February
Communication of Information re: Transition to Kindergarten Planning	Principal, EY Lead, Kindergarten Teacher/Educator Team	February/June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal, EY Lead, Kindergarten Teacher/Educator Team, SET, Parents, Agencies	March
Transition to Kindergarten Season	Principal/ Kindergarten Teacher/Educator Team	February/June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team, Special Education Teacher	March/Ongoing
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

3.0 Programs that Support Early Identification

Educators use professional judgement in the tools and assessments they would like to use to monitor growth, development and learning of children in the Early Years programs. The approved Standardized Diagnostic Assessment Tools is an exhaustive list of approved diagnostics which is updated yearly.



Appendix I: Transition to Kindergarten Support Documents

School Attending in September: _____

Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

Student Demographics	
Student Name:	Gender: M <input type="checkbox"/> F <input type="checkbox"/> Other <input type="checkbox"/>
D.O.B. ___/___/___ <small>Day Month Year</small>	Known Diagnosis: Physician:
Address:	Language spoken at home: English
Student Lives with:	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Foster <input type="checkbox"/> Group Home <input type="checkbox"/> Other (specify):
Custody Information	<input type="checkbox"/> Joint Custody <input type="checkbox"/> Sole Custody <input type="checkbox"/> No Agreement <input type="checkbox"/> Formal Agreement <input type="checkbox"/> Dilico <input type="checkbox"/> CAS <input type="checkbox"/> Kinship Agreement <input type="checkbox"/> Other:
Preferred Contact Person:	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other (specify):

Parent / Legal Guardian Information		Best
Name:	Phone (home):	<input type="checkbox"/>
Relationship: Father	Phone (cell):	<input type="checkbox"/>
Legal Guardian: <input type="checkbox"/> Yes <input type="checkbox"/> No	Email:	<input type="checkbox"/>
Address (if different than child's):		
Other Parent / Legal Guardian Information		Best
Name:	Phone (home):	<input type="checkbox"/>
Relationship:	Phone (cell):	<input type="checkbox"/>
Legal Guardian: <input type="checkbox"/> Yes <input type="checkbox"/> No	Email:	<input type="checkbox"/>
Address (if different than child):		

Check All That Apply:		
Healthcare Plan:	<input type="checkbox"/>	School Transportation Required: <input type="checkbox"/>
ELSP (Early Learning Support Plan):	<input type="checkbox"/>	ASQ Completed: <input type="checkbox"/>
BSP (Behaviour Success Plan):	<input type="checkbox"/>	Other Assessments Completed (ASQ not required): <input type="checkbox"/>

Childcare Centre Information	
Centre:	CCTB Resource Consultant:
Phone:	Email:

What is the best time to visit the child at the centre? Mon Tues Wed Thurs Fri Time: _____

Number of children in the room the child is attending? _____

Is this child a flight risk? Yes No

If yes, please provide details: _____

Is this child attending day care over the summer? Yes No



School Attending in September: _____

COMMUNITY AGENCIES / SERVICE PROVIDERS:

<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Other (ie: SBRS, CCTB, Dilico, CCR, CAS)
<input type="checkbox"/> GJCC <input type="checkbox"/> Active <input type="checkbox"/> Waitlist <input type="checkbox"/> Private Therapist: Contact:	<input type="checkbox"/> GJCC <input type="checkbox"/> Active <input type="checkbox"/> Waitlist <input type="checkbox"/> Private Therapist: Contact:	<input type="checkbox"/> CCTB <input type="checkbox"/> GJCC <input type="checkbox"/> Private <input type="checkbox"/> Attachment Therapist: Contact:	

Strengths	Needs	Interests
- Articulate -		

A) HEALTH CARE:

B) PHYSICAL / MOBILITY:



School Attending in September: _____

<p>Allergies:</p> <p>Dietary Needs:</p> <p>Seizures:</p> <p>Medication:</p> <p>Nursing Required:</p> <p>Vision/Hearing:</p>	<p>Equipment:</p> <p>Other:</p>
---	---

C) PERSONAL CARE:

Toileting:

Independent? Yes No Equipment Required

If no, please describe: _____

Is the use of visuals required? Yes No

If yes, are they general or child specific (with their own picture)? _____

Dressing:

Independent? Yes No

If no, please describe: _____

Is the use of visuals required? Yes No

Eating:

Independent? Yes No

Please describe: _____

D) COMMUNICATION:

<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Articulation

E) TRANSITIONS:



School Attending in September: _____

F) SOCIAL / EMOTIONAL BEHAVIOUR:

SELF REGULATION:

- Taking Direction: _____
- Responding to Limits: _____
- Sensory: _____
- Describe the child's behaviour when upset: _____
- How does this child calm down? (Describe) _____

SOCIAL:

- Turn Taking: _____
- Sharing: _____

G) Atypical Behaviour:

H) Other Pertinent Information:

Parent/Guardian Signature: _____



School Attending in September: _____

X _____

Date: _____

This KINDERGARTEN Intake Package was completed by:

X _____

Date: _____





Superior-Greenstone District School Board Ministry Mandated Report



Report No: 55

Date: June 23, 2025

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

FROM: Will Goodman, Director of Education

SUBJECT: Trustee Code of Conduct Compliance with Regulatory Amendments

Background

The Ontario government has introduced new regulations under the Education Act, specifically O. Reg. 312/24 and O. Reg. 306/24, which mandate significant updates to the Trustee Code of Conduct for school boards across the province. These regulations outline obligations and prohibitions that must be integrated into each school board's code of conduct and introduce new requirements related to the appointment and role of integrity commissioners. Compliance with these regulations is mandatory, and all school boards must review and update their Trustee Code of Conduct by August 28, 2024, with changes implemented by August 31, 2024.

The Superior-Greenstone District School Board adopted these changes at the August 26, 2024 Board meeting. Our school board's current Trustee Code of Conduct closely aligns with the newly introduced requirements under O. Reg. 312/24, and key areas that were revised included:

Board Member Obligation: The current code now includes explicit language ensuring equal treatment of all persons without discrimination on various grounds.

Prohibited Conduct: Our current code contains many of the prohibited conducts included in the new regulation and have been reinforced explicitly in a new section entitled "Prohibitions".

Public Accessibility: The current code is available on the board's website, but it lacked a publicly accessible archive of previous versions and did not always indicate the effective dates of changes. These are now required under the new regulations and are now completed.

Review Timelines: Our board has scheduled the required review of the Trustee Code of Conduct within 30 days of O. Reg. 312/24 coming into force and thus, we will be in compliance with the new initial timeline. However, subsequent review timelines need to be planned and documented to ensure ongoing compliance. These have now been embedded into the Code of Conduct.

Current Situation

With the introduction of O. Reg. 306/24, the board must prepare for the requirement of appointing an Integrity Commissioner and establishing procedures for handling alleged breaches of the code. The provisions in the Act establishing the investigation process for resolving trustee code of conduct complaints, was proclaimed on January 1, 2025. To support these provisions, Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged breaches of the Code of Conduct, has been filed and will come into effect on the same date. It sets out the rules and procedures for a clear, consistent and efficient Integrity Commissioner-led investigation process which will ensure that code of conduct complaints are addressed by experienced and impartial individuals.

The regulation establishes qualifications for Integrity Commissioners appointed by school boards to investigate code of conduct complaints. Provisions under the Act require school boards to appoint Integrity Commissioners from a roster of candidates established by the ministry. If a roster has not yet been established, school boards will be required to appoint an Integrity Commissioner that has the qualifications set out in regulation.

Next Steps

To ensure full compliance with the new regulations, it is recommended that the board take the following actions:

1. Review and approve the updated Code of Conduct through board approval.
2. Separate the Code of Conduct from the Trustee Procedural Bylaws document and allow it to exist as a separate document.

By taking these steps, our school board will not only meet the regulatory requirements but also reinforce the integrity and transparency of our governance practices.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report 55, Trustee Code of Conduct Compliance with Regulatory Amendments, as notice of amendment/addition to Superior-Greenstone DSB Code of Conduct.

Respectfully submitted by:

Will Goodman,
Director of Education



SUPERIOR-GREENSTONE

DISTRICT SCHOOL BOARD

CODE OF CONDUCT

Draft June 23, 2025

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD CODE OF CONDUCT

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Code of Conduct for Members of Superior-Greenstone District School Board

REVIEW SCHEDULE:

1. September 30, 2024
2. May 15, 2027
3. Every four years, and no later than May 15 of the review year
 - All previous versions of the code of conduct will be maintained by the board, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.
 - The code of conduct will be made available on the SGDSB website.

APPROVAL:

If one or more changes are identified upon review, the board shall update its code of conduct to reflect the changes no later than August 31 in the year of the review. A board resolution is required for updates that include anything greater than typographical changes.

PREAMBLE

It is the responsibility of the Superior Greenstone District School Board of Trustees to ensure ongoing achievement and well-being of all its students. This requires a board that is focused on the strategic direction, priorities, mission and values approved by the Board. It requires Board members to demonstrate-collectively and individually- the highest standards of ethical conduct.

1. RATIONALE

This code of conduct guides the actions of Board members of the Superior-Greenstone District School Board (SGDSB) as they carry out their duties described in the Education Act and Board policy. In addition, the actions of SGDSB Board members must align with the values outlined in the Board's Strategic Priorities and Commitments.

The Board members of the SGDSB occupy positions of public trust and confidence. They are expected to maintain the integrity of the board and their position as a Board member. Board members will discharge their duties and responsibilities in a professional and impartial manner. It is imperative that trustees be and be seen to be acting in the best interests of the people they serve.

2. PURPOSE

A code of conduct policy contributes to confidence in public education and respect for the integrity of elected Trustees in their community. It deals with acceptable and respectful behaviours.

3. APPLICATION

This Code of Conduct and the Enforcement Procedures apply to all Trustees of the Superior Greenstone District School Board.

4. OBLIGATIONS

This code of conduct requires a board member to:

- comply with the board's code of conduct and any applicable board by-law, resolution, policy or procedure;
- conduct themselves in a manner that does not discredit or compromise the board's integrity when they are acting, or holding themselves out, as a board member; and,
- treat all persons equally and without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability when they are acting, or holding themselves out, as a board member.

5. PROHIBITIONS

Board members are prohibited from:

- using or permitting the use of board resources for any purpose other than the business of the board;
- disclosing confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board;
- using confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the member's parent, spouse or child;
- subject to certain prescribed exemptions, accepting a gift from any person, group or entity that has dealings with the board, if a reasonable person might conclude that the gift could influence the member when performing their duties;
- acting as a spokesperson to the public on behalf of the board unless authorized to do so under the express provisions of the *Education Act*;
- giving notice of an alleged breach of the code of conduct that is frivolous, vexatious or brought forward in bad faith; and,
- engaging in reprisal (or threatening reprisal) against a person who gives notice of an alleged breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate.

6. GUIDING PRINCIPLES

Principle 1: Integrity and Dignity of Office

- 1.1 Trustees' first responsibility is to our students, the parents and guardians in our school system, our employees and the communities we serve.

- 1.2 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 1.3 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
- 1.4 Trustees will commit themselves to dignified, ethical, professional and lawful conduct.
- 1.5 When acting or holding themselves out as Trustees of the board, a Trustee shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.
- 1.6 When acting or holding themselves out as Trustee, the Trustee shall treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Principle 2: Avoidance of Personal Advantage and Conflict of Interest

- 2.1 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might perceive that the gift could influence the Trustee when performing his or her duties to the Board, unless:
 - The gift is of nominal value,
 - The gift is given as an expression of courtesy or hospitality, and
 - Accepting the gift is reasonable in the circumstances.
- 2.2 A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 2.3 A Trustee shall not use his or her office to obtain employment with the Board for the Trustee or a family member.
- 2.4 No Trustee shall use or permit the use of board resources for any purpose other than the business of the board.

Principle 3: Compliance with Legislation

- 3.1 A Trustee of the Board shall discharge his or her duties in accordance with the Education Act and any regulations, directives or guidelines thereunder and comply with the Municipal Freedom of Information and Protection and Privacy Act, and any other relevant legislation.
- 3.2 Every Trustee of the Board shall comply with this Code of Conduct and up

uphold the spirit of the Code. uphold the letter and spirit of this Code of Conduct.

- 3.3 Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.

Principle 4: Civil Behaviour

4.1 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.

- 4.2 A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.

4.3 When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.

4.4 Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.

4.5 All Trustees of the Board shall endeavour to work with other Trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Principle 5: Respect for Confidentiality

5.1 Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of such deliberations, unless required to divulge such information by law or authorized by the Board to do so.

5.2 No Trustee shall disclose confidential information obtained or made available to them in their role as a Trustee except as authorized by law or the Board. Confidential information includes personal information about an identifiable individual or information subject to solicitor-client privilege.

5.3 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.

5.4 No Trustee shall use confidential information, including confidential information obtained by them or made available to them in their role as a Trustee for the purpose of personal gain or for the gain of the Trustee's parent, spouse or child and shall not use such confidential information in a manner that would be detrimental to the interests of the Board. [Parent, spouse and child have the same meaning as in Section 1 of the *Municipal*

Conflict of Interest Act.]

~~5.5 Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.~~

Principle 6: Upholding Decisions

- 6.1 A Trustee of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 6.2 A Trustee shall uphold the implementation of any Board resolution after it is passed by the Board.
- 6.3 A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.4 Each Trustee shall comply with Board policies, procedures, By-Laws, and Rules of Order.
- 6.5 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair or Board to do so. When a Trustee expresses their opinion(s) in public, they must make it clear that they are not speaking on behalf of the Board.

7. ENFORCEMENT OF THE CODE OF CONDUCT

Identifying a Breach of the Code

- 7.1 A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair of the Board or another trustee as designated by the Board and described in Section 8.1. The trustee who provides notification of an alleged breach must also provide a copy of the notification to the director of education.
- 7.2 Any notification of an alleged breach of the code of conduct must include:
 - the name and contact information of the member alleging the breach and the member(s) whose conduct is at issue
 - the date of the alleged breach
 - a description of the alleged breach
 - the provision of the code of conduct alleged to have been breached
 - The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

- 7.3 Any allegation of a breach of the Code must be brought to the attention of the Chair no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.
- 7.4 Any allegation of a breach of the Code of Conduct shall be investigated following the Informal or Formal Complaint Procedures below, as the case may be.
- 7.5 It is expected that whenever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the Informal Complaint Procedure. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding his/her obligations under the Code. Only serious and/or recurring breaches of the Code by a Trustee should be investigated following the Formal Complaint Procedure.

8 CHAIR / PRESIDING OFFICER

- 8.1 The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair. If the alleged breach relates to the conduct of the chair *and* vice-chair, notification must be provided to another member who is not the complainant or the subject of the complaint.
- 8.2 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the Education Act to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.
- ~~8.3 The Board will appoint a Code of Conduct committee when required to conduct the formal inquiry process. This committee will consist of the Chair or Designate and such trustees as determined by the Board at that time.~~
- 8.4 The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.

9 INFORMAL COMPLAINT PROCEDURE

- 9.1 The Chair of the Board on his/her own initiative, or at the request of a Trustee of the Board, without the necessity of providing a formal written complaint, may review the complaint and may meet informally, with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.
- 9.2 The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees. If the Chair of the Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

10 FORMAL COMPLAINT PROCEDURE

- 10.1 A Trustee who has reasonable grounds to believe that another a Trustee of the Board has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:
- a) The Chair of the Board: or
 - b) The Vice-Chair of the Board, if the notice is related to the conduct of the Chair, or
 - c) Another Trustee of the Board (Code of Conduct Review, First Alternate or Second Alternate), who is neither the complainant nor the subject of the complaint, if the notice relates to both the conduct of the Chair and the Vice-Chair.
- 10.2 The Trustee who gives notice of an alleged breach of the Board's Code of Conduct shall provide a copy of the notification to the Director of Education of the Board.
- 10.3 The person to whom the notification was made (Chair, Vice-Chair, or other Trustee, as the case may be) shall immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach and the entire Board of Trustees. This notice shall not be public or published until published by the Board in accordance with the Records and Information section below.
- 10.4 No Trustee shall give notice of an alleged breach of the Code if the allegation is frivolous or vexatious or the notice is given in bad faith.
- 10.5 No Trustee shall engage in reprisal or the threat of reprisal against:
- a) A Trustee who gave notice of an alleged breach of the code; or

- b) Any person who provides information about the alleged breach to the person appointed by the board to investigate the breach.

10.6 The Statutory Powers Procedure Act does not apply to anything done regarding enforcement of the Code as particularized in s. 218.3.2(13) of the Education Act.

~~10.7 bring the breach to the attention of the Board by first providing to the Chair of the Board a written, signed complaint setting out the following:~~

- ~~a) The name of the Trustee who is alleged to have breached the Code;~~
- ~~b) A description of the alleged breach or breaches of the Code;~~
- ~~c) Information as to when the alleged breach came to the Trustee's attention/the date of the breach;~~
- ~~d) The grounds from the Code of Conduct for the belief of the Trustee that a breach of the Code has occurred; and~~
- ~~e) The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.~~

~~Except as provided below, if a written complaint is filed with the Chair of the Board then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.~~

~~10.8 In an election year for Trustees, a code of conduct complaint respecting a Trustee who is seeking re-election shall not be brought during the period commencing two (2) months prior to Election Day and ending after the first Board meeting after the new term of office of the Board commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.~~

~~10.9 The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) business days of receiving it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.~~

~~10.10 The Chair or Designate shall convene the Code of Conduct Committee as appointed by the Board.~~

11 NOTICE OF BREACH

11.1 The written notice of a breach of the Code of Conduct shall include:

- a) The name of the Trustee alleging the breach and their contact information;
- b) The name and contact information of the Trustee whose conduct is the subject of the notification;
- c) The date of the alleged breach;

- d) A description of the alleged breach;
- e) The provision of the Code that was allegedly breached;
- f) The date on which the Trustee alleging the breach first knew that the alleged breach occurred;
- g) The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

11.2 A complaint of an allegation of a breach of the Code should generally be made within 60 days after the alleged breach occurred or was discovered, whichever is later. See particulars of this timeline below under Refusal to Commence an Investigation and Discovery of Breach.

12 RESOLUTION OF NOTICE OF BREACH

12.1 When a written complaint is brought against a Trustee of the Board, during the 20-Business Day period prior to an Integrity Commissioner being appointed as described below, the Board may attempt to resolve the matter as follows:

- a) The Chair of the Board, or in the absence of the Chair or if the notice of the breach relates to the conduct of the Chair, the Vice-Chair of the Board or if the notice relates to the conduct of the Chair and the Vice-Chair then another Trustee appointed by the Board who is neither the complainant nor the subject of the complaint may attempt to resolve the matter in private as between the parties.
- b) This process may include the Chair/Vice-Chair/Trustee, through the Director of Education or their designate, retaining legal counsel and/or a mediator to assist in resolving the matter.
- c) The process may also include a discussion and the use of remedial measures including, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees.
- d) If the matter is resolved to the satisfaction of the Trustee alleging the breach, the Trustee shall withdraw their notice of the breach.
- e) The Board of Trustees will be advised whether the matter has been resolved and any agreed upon remedial measures or other basis for resolving the matter.

12.2 If the complaint described in the notice of breach is not resolved within 20 Business Days after the Trustee alleged to have breached the Code has received the notice, the matter shall be referred to an Integrity Commissioner appointed by the Board as described below under Appointment of Integrity of Commissioner. This should be done as soon as reasonably possible.

13 APPOINTMENT OF INTEGRITY COMMISSIONER

- 13.1 If the complaint is not resolved as described above (under Resolution of Notice of Breach), the Trustee (Chair, Vice-Chair or other Trustee) to whom the notification of the breach was given, shall refer the complaint to the Integrity Commissioner appointed and paid for by the Board.
- 13.2 If a roster of Integrity Commissioners has been created by the Minister of Education, an appointment of an Integrity Commissioner shall be from the roster of Integrity Commissioners.
- 13.3 If a roster of Integrity Commissioners has not been created by the Minister of Education, then the Board shall appoint an external independent person who has the qualifications set out in Regulation 306/24 Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct and in consultation with the Director of Education.
- 13.4 The appointment of an integrity Commissioner by the Board is hereby delegated to the Trustee (Chair, Vice-Chair or other Trustee, as the case may be) in consultation with the Director of Education.

14 INVESTIGATION

- 14.1 Subject to Refusal to Commence an Investigation described below, the Integrity Commissioner appointed by the Board shall commence an investigation into the alleged breach of the Code of Conduct no later than 14 days after being appointed by the Board.
- 14.2 The Integrity Commissioner to whom the alleged breach is referred to by the Board to investigate may define the scope of the investigation.
- 14.3 The Trustee alleged to have breached the Code shall be provided with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The Integrity Commissioner shall determine this, the timelines, and form of such a response.

15 REFUSAL TO COMMENCE INVESTIGATION

- 15.1 The Integrity Commissioner may refuse to commence an investigation into the alleged breach of the Code if,
- a) The complaint was made more than 60 days after the day the alleged breach occurred or was discovered, whichever is later, unless the Integrity Commissioner is satisfied the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay; or
- 15.2 If a breach relates to a series of incidents, the 60-day period above runs from

the day the last incident in the series occurred or was discovered.

15.3 The Integrity Commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and the Board and the decision of the Integrity Commissioner is final.

16 DISCOVERY OF BREACH

16.1 A breach is discovered on the earlier of:

- a) The day on which the Trustee notifying the Board of the alleged breach first knew that the breach had occurred; and
- b) The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the matters referred to in paragraph (a) above.

17 POWERS OF THE INTEGRITY COMMISSIONER

17.1 In the course of conducting the investigation, the Integrity Commissioner may:

- a) Require the production of any records that may in any way relate to the investigation;
- b) Examine and copy any records required under paragraph (a) above; and
- c) Require any officer of the Board or any other person to appear before them and give evidence, on oath or affirmation, relating to the investigation.

17.2 Section 33 of the Public Inquiries Act, 2009 applies to an investigation.

18 DECISION PROCESS

18.1 The Integrity Commissioner shall make any determination with respect to a complaint of alleged breach of the Code no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the Integrity Commissioner notifies the Board and Trustee who is the subject of the complaint that an extensions is necessary and of the reasons for the extension.

18.2 The integrity Commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Code and of any sanctions imposed.

18.3 The written notice musth include:

- a) The reasons for the determination;
- b) The reasons for any sanctions; and
- c) Information about the right to appeal.

19 POTENTIAL SANCTIONS

19.1 If the Integrity Commissioner determines, following an investigation, that the Trustee has breached the Code, the Integrity Commissioner may impose one or more of the following sanctions:

- a) Censure a Trustee;
- b) Requiring the Board to reduce the Trustees honorarium by an amount not exceeding the amount prescribed in Regulation 357/06 Honoraria for Board Members which currently is 25% of the Trustees combined base and enrollment amount for the year of the term of office in which the breach occurred;
- c) Barring the Trustee from attending all or part of one or more meetings of the Board or one or more meetings of a committee of the Board, for the period of time specified by the Integrity Commissioner up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
- d) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Integrity Commissioner, up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
- e) Barring the Trustee from becoming the Chair or Vice-Chair of the Board or of any Committee of the Board, or removing the Trustee from any other positions;
- f) Barring the Trustee from exercising the privileges of a Trustee or acting as a Board representative, or removing the Trustee from a position the Trustee holds as a Board representative;
- g) Subject to any other limits set out in the above paragraphs (a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, would promote compliance with the Board's Code of Conduct.

19.2 For greater certainty, the imposition of a sanction barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228(1)(b) of the Education Act to be authorization for the Trustee to be absent from the meeting.

19.3 Any Trustee who is barred from attending all or part of the meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to the meeting or that part of the meeting and that are not available to members of the public.

20 APPEAL

20.1 Either the Board or the Trustee whose conduct was the subject of an

investigation may appeal the Integrity Commissioner's decision, the sanctions imposed, or both, and the Board and the Trustee are the parties to an appeal.

20.2 The Trustee whose conduct was the subject of the investigation shall not vote on the Board resolution to determine whether the Board will appeal the Integrity Commissioner's decisions on breach or sanctions.

20.3 The Board of the Trustee who appeals the Integrity Commissioner's determinations shall give written notice of the appeal to the other party and the Deputy Minister of Education no later than 15 Business Days after receiving written notice of the Integrity Commissioner's determination.

21 HEARING OF THE APPEAL

21.1 The appeal shall be heard by a panel of three Integrity Commissioners appointed by the Deputy Minister of Education or their delegate (no later than 15 Business Days after the Deputy Minister or delegate receives the notice of appeal), but the panel should not include the Integrity Commissioner whose determination is the subject of the appeal.

21.2 One of the appointed integrity Commissioners shall be named by the panel to act as Chair and co-ordinate the hearing of the appeal.

21.3 The Chair of the panel shall notify the parties to the appeal of:

- a) The appointment of the panel; and
- b) The requirements regarding written submissions of the parties and the requirements of the panel's written decision.

21.4 The panel shall hear the appeal in writing.

22 PARTIES WRITTEN SUBMISSION

22.1 The appellant shall provide written submissions to the panel and the Respondent no later than 20 Business Days after receiving the Appellant's submissions.

22.2 The Respondent shall provide written submissions to the panel and the Appellant no later than 20 Business Days after receiving the Appellant's submissions.

22.3 The Appellant shall provide their written reply to the Respondent's submissions no later than 10 Business Days after receiving the Respondent's submissions.

22.4 The chair of the panel may extend any timeline regarding the above written submissions at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.

22.5 A decision to extend a timeline above shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister of Education.

23 CONSIDERATION BY THE PANEL

23.1 The panel shall convene to consider the appeal at such times and in such places as they may determine. The panel may be convened by electronic means.

24 PANEL DECISIONS ON PROCESSING DURING THE APPEAL

24.1 The panel may:

a) Define or narrow the scope of the appeal;

b) Limit the length of submissions from the parties;

c) Make interim decisions and orders; and

d) On its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith. A panel decision on its motion is final.

24.2 The Chair of the panel shall notify the parties of any decisions made by the panel above.

25 DECISION OF THE PANEL

25.1 The panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than 30 business days after receiving the Respondent's submission.

25.2 The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.

25.3 If the panel overturns the determination as to whether there is a breach of the Code made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.

25.4 If the panel upholds the determination made by the Integrity Commissioner, the panel shall, within 30 Business Days after receiving the Respondent's submissions on the appeal, uphold, vary or overturn the sanction.

25.5 If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date of the original determination made by the Integrity Commissioner.

25.6 The decision of the panel respecting the determination of the Integrity Commissioner is final.

25.7 A board shall keep records and publish information of its website about each of the following;

25.8 Where the alleged breach of the Board's Code or the determination regarding the breach involves any of the matters described in clauses 207 (2) (a) to (e) of the Education Act, the Board shall publish only such information as is appropriate.

26 — REFUSAL TO CONDUCT INQUIRY

26.1 If the Code of Conduct Committee is of the opinion that the allegation of the breach is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for an inquiry, an inquiry shall not be conducted and a confidential report stating the reasons for not doing so shall be provided to all Trustees of the Board.

27 — STEPS OF INQUIRY

27.1 The Statutory Powers Procedure Act does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.

27.2 Procedural fairness and the principles of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.

27.3 The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.

27.4 The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the Code of Conduct Committee undertaking the formal inquiry and in writing.

27.5 Once the formal inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the Trustee who is alleged to have breached the Code of Conduct and the Trustee who brought the complaint for their written comment to the Code of Conduct Committee. The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. These two Trustees shall have ten (10) business days (or such reasonable period of time as deemed appropriate by the Code of Conduct Committee), from the receipt of the draft report to provide a written response.

27.6 If the accused Trustee refuses to participate in the formal inquiry, the formal inquiry will continue in his/her absence.

27.7 The final report shall outline the finding of facts/reasonable likelihood/balance of probability (more likely to have occurred than not), but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.

28 — SUSPENSION OF FORMAL INQUIRY

~~28.1 — If the Code of Conduct Committee, when conducting the formal inquiry, discover that the subject matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.~~

29 — DECISION

~~29.1 — Trustees shall consider only the findings in the Final Report when voting on the decision and sanction. No Trustee shall undertake his/her own investigation of the matter.~~

~~29.2 — The final report shall be delivered to the Board of Trustees, and a decision will be made by the Board of Trustees as to whether or not the Code of Conduct has been breached.~~

~~29.3 — The sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.~~

~~29.4 — The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board may vote on those resolutions.~~

~~29.5 — The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, and shall not be required to answer any questions at that meeting.~~

~~29.6 — The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below after these decisions have been made.~~

~~29.7 — The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least two thirds (2/3rd) of the Trustees of the Board present and voting.~~

~~29.8 — Despite s. 207 (1) of the Education Act, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:~~

- a) ~~_____~~ The security of the property of the board;
- b) ~~_____~~ The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c) ~~_____~~ The acquisition or disposal of a school site;
- d) ~~_____~~ Decisions in respect of negotiations with employees of the board; or
- e) ~~_____~~ Litigation affecting the board.

30 ~~_____~~ SANCTIONS

- 30.1 ~~_____~~ If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:
 - a) ~~_____~~ Censure of the Trustee
 - b) ~~_____~~ Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
 - b) ~~_____~~ Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.

- 30.2 ~~_____~~ The Board shall not impose a sanction, which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.

- 30.3 ~~_____~~ A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

- 30.4 ~~_____~~ The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

31 ~~_____~~ RECONSIDERATION

- 31.1 ~~_____~~ If the Board determines that a Trustee has breached the Board's Code of Conduct the Board shall,
 - a) ~~_____~~ Give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
 - b) ~~_____~~ The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least seven (7) business days after the submissions are received by the Trustee; and;
 - c) ~~_____~~ Consider any submissions made by the trustee and shall confirm or revoke the determination or sanction within twenty (20) business days after the submissions are received.

- 31.2 ~~_____~~ If the Board revokes a determination, any sanction imposed by the Board is

revoked.

- ~~31.3~~ If the Board confirms a determination, the Board shall, within the twenty (20) business days confirm, vary or revoke the sanction.
- ~~31.4~~ If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
- ~~31.5~~ The Board's decision to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two thirds (2/3rd) of the Trustees present and eligible to vote. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Trustee alleged to have breached the Code of Conduct shall not vote on these resolutions. The Trustee who brought the complaint may vote.
- ~~31.6~~ The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be permitted to answer any questions at that meeting.
- ~~31.7~~ If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.