

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

*In partnership with the students, the home and the community,
Superior-Greenstone District School Board will address individual students' needs by providing:
a diverse education that prepares for and honours their chosen path for success,
avenues that foster a love of learning, and
the means to honour varied learning styles.*



Videoconference Site Locations

Superior-Greenstone District School Board ... (SGDSB) 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS) 200 Manitou Road W., Manitouwadge, ON
 Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
 Lake Superior High School (LSHS) Hudson Drive, Terrace Bay, ON
 Nipigon-Red Rock District High School (NRHS) 20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Regular Board Meeting 2009/07

Committee of Whole Board In-Camera
 (Closed to Public) 6:30 p.m.

Regular Board Meeting: (Open to Public)
 Follows conclusion of In-Camera

A G E N D A

Monday, June 15, 2009

Designated Site: Manitouwadge High School, Manitouwadge ON

Board Chair: Mark Mannisto

Director Designate: Bruce Rousseau

VC Sites at: SGBO / GCHS / LSHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

PART II: Regular Board Meeting

Section (B) : – (open 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
Bartlett, Bette						Marszowski, Lisa (Student)					
Brown, Cindy						Notwell, Kathryn					
Fisher, Cindy						Richard, Kayla (Student)					
Keenan, Darlene						Simmons, Tina					
Kjellman, Kayla (Student)						Sparrow, Julie					
Mannisto, Mark						Turner, Jim					

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Patti Pella: Director of Education					
Rousseau, Bruce: Superintendent of Business					
Kappel, Colleen: Superintendent of Education					
Newton, Valerie: Student Success Coordinator					
Tsubouchi, Cathy: Manager of Accounting Services					
Chiupka, Wayne: Manager of Plant Services/Transportation					
Paris, Marc: Coordinator of Maintenance					
Draper, Barb: Coordinator of Human Resources Services					
Ross, Brad: Coordinator of Systems and Information Technology					
Joannette, Rose-Marie: Administrative Assistant / Communications					

2.0 Disclosure of Interest: re Closed Session**3.0 Committee of the Whole Board** *(In-Camera Closed)**(Attach.)*3.1 Agenda: Committee of the Whole Board - Closed

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board (In-Camera Section A) at _____ p.m. and that this portion be closed to the public.

3.2 Rise and Report from Closed Session

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board (In-Camera Section A) at _____ p.m. and that this portion be open to the public.

4.0 Regular Meeting Call to Order**5.0 Approval of Committee of the Whole In-Camera (Closed) Report**

5.1 ✓ **That**, the Superior-Greenstone DSB approve the Committee of the Whole In-Camera-Section A (Closed) Report.

6.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2009/07 Regular Board Meeting, June 15, 2009 be accepted and approved.

7.0 Disclosures of Interest re: Open Session**8.0 Minutes**8.1 Board Meetings:8.1.1 2009/06 Regular Board – May 19, 2009*(Attach.)*

✓ **That**, the minutes from the Regular Board Meeting be adopted:

- 2009/06 Regular Board, Tuesday, May 19, 2009

8.2 Standing Committee Meetings8.2.1 Board Policy Review Committee: June 10, 2009*(Attachment to follow separately.)*

✓ **That**, the minutes from the Board Policy Review Committee Meeting be acknowledged as received:

- BPRC Meeting – Monday, June 10, 2009

✓ **That**, the Superior-Greenstone DSB accept the recommendations as outlined in the Board Policy Committee minutes dated June 10, 2009 and approve as reviewed:

- Policy 408 – Loaning of Equipment
- Policy 510 – Suspected Child Abuse
- Policy 606 – Home and Hospital Study
- Policy 516 – Safe Arrival Program
- Policy 516 – Safe Arrival – Management Guideline
- Policy 521 – Community Involvement Activities
- Policy 521 – Community Involvement Activities Management Guideline
- Policy-714 - Criminal Background Check
- Policy 714 - Criminal Background Check- Management Guideline

that posting to the Board website and implementation of these policies be dated June 16, 2009 and that said shall supersede any previous policies and/or management guideline.

8.2.2 NEAC – Thursday, May 21, 2009 (Attach.)

✓ **That**, the minutes from the NEAC Meeting be acknowledged as received:

- NEAC – May 21, 2009

8.3 Statutory Committee Meetings

8.3.1 SEAC – Wednesday, March 4, 2009 (Attach.)

✓ **That**, the minutes from the SEAC Meeting be acknowledged as received:

- SEAC – March 4, 2009

9.0 Business Arising Out of the Minutes

10.0 Delegations and/or Presentations

10.1 Nipigon-Red Rock DHS
Student Presentation re Turtle Concepts Workshop (Verbal – Student, Melina Potan)

✓ **That**, the Superior-Greenstone DSB receives as information the verbal presentation from Nipigon-Red Rock DHS student, Melina Potan regarding the Turtle Concepts Workshop.

102. Manitouwadge High School
E-Learning (Verbal – Brian Johnson)

✓ **That**, the Superior-Greenstone DSB receives as information the verbal presentation from Principal Brian Johnson regarding E-Learning.

10.2 Update: Student Trustees (Verbal - K. Kjellman)

10.2.1 Report No. 43
Student Views on Course Selection (Attach. – K. Kjellman)

✓ ***That***, the Superior-Greenstone DSB receives as information,
Report No. 43: Student Views on Course Selection.

10.2.2 Update: Student Trustees

(Verbal – L. Marszowski)

✓ ***That***, the Superior-Greenstone DSB receives
as information the verbal reports from Student
Trustees, Kayla Richard and Lisa Marszowski.

(Verbal – K. Richard)

11.0 Reports of the Director of Education

(Director: Patti Pella)

11.1 Report No. 44

(Attach. – P. Pella)

2009 Summer Break and Board Business

✓ ***That***, the Superior-Greenstone DSB receives as information
Report No. 44: 2009 Summer Break and Business.

✓ ***That***, the Superior-Greenstone DSB cancels the Regular
Board meeting, scheduled on Monday, July 20, 2009.

✓ ***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 2009.

11.2 16-Month Calendar: 2010 Regular Board Meeting Date List

(Verbal – P. Pella)

✓ ***That***, the Superior-Greenstone DSB receives as
information the verbal report from Patti Pella to set
the 2010 Regular Board Meeting schedule of dates
and designated site rotation.

✓ ***That***, the Superior Greenstone DSB accepts the
attached recommendation as its schedule for the
2010 Regular Board Meeting dates and designated
site rotation.

(Attach – P. Pella)

11.3 Suggested Date Change: August 2009 Regular Board Meeting

(Verbal-P. Pella)

✓ ***That***, the Superior-Greenstone DSB receives as information
the verbal report from Patti Pella to suggested a date
change for the August 2009 Regular Board Meeting.

✓ ***That***, the Superior-Greenstone DSB approve the date
change for the August Regular Board meeting from
Monday, August 17, 2009 to Monday, August 24, 2009.

11.4 Ministry of Education Initiative: One Life-Many Gifts

(Attach – P. Pella)

✓ ***That***, the Superior-Greenstone DSB receives as
information, the verbal report from Patti Pella
in regard to the Ministry Initiative - One Life-Many Gifts.

- 11.5 Correspondence: June 1, 2009 Town of Marathon (Attach. – P. Pella)
✓ **That**, the Superior-Greenstone DSB receives as information, correspondence from the Town of Marathon, dated, June 1, 2009.

12.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Superintendent of Education:

- 12.1 Report No 45
Special Education Board Plan - 2009 (Attach – C. Kappel)
✓ **That** the Superior-Greenstone DSB receives as information, Report No. 45: Special Education Board Plan - 2009

✓ **That** the Superior-Greenstone DSB approve the Special Education Board Plan 2009 and forward it to the Ministry of Education for review and approval.

- 12.2 Report No 46
Special Funding-Native Language and Native Studies Courses (Attach – V. Newton)
✓ **That**, the Superior-Greenstone DSB receives Report No. 46: Special Funding for Native Language and Native Studies courses as presented.

✓ **That**, the Superior-Greenstone DSB approves the addition of sections to each of the secondary schools when they provide evidence that there is sufficient student enrollment in the Native Studies/Native Language courses to warrant adding a course to their timetable

13.0 Reports of the Business Committee

(Business Chair: J. Turner)

Superintendent of Business: B. Rousseau

- 13.1 Report No. 47
Estimates 2009-2010 (Attach. – B. Rousseau)
✓ **That**, the Superior-Greenstone DSB receives Report No. 47: Estimates 2009-1010 as presented.

✓ **That**, the Superior-Greenstone DSB adopt the Budget Estimates for the 2009-2010 school year as presented.

- 13.2 Report No.48
2009 Internal Audit Report (Attach. – C. Tsubouchi)
✓ **That**, the Superior-Greenstone DSB receives Report No. 48: Internal Audit for 2009 as presented.

✓ **That**, the Superior-Greenstone DSB accept the 2009 Internal Audit recommendations as presented.

14.0 Matters for Decision

Board Chair: M. Mannisto

14.1 Report No. 49
Disbursements – May 2009

(Attach. – C. Tsubouchi)

✓ **That**, Superior-Greenstone DSB receives as information
Report No. 49: Disbursements for May 2009.

14.2 Report No. 50
Personnel – June 15, 2009

(Attach. – B. Draper)

✓ **That**, the Superior-Greenstone DSB receives as information,
Report No. 50: Personnel dated June 15, 2009.

15.0 New Business

15.1 Board Chair

15.2 Correspondence:

15.2.1 May 6, 2009: Support Ontario Buy Local

(Attach.)

15.3 Future Board Meeting Agenda Items

15.4 Miscellaneous

16.0 Trustee Associations and Other Boards

17.0 Observer Comments

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

18.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2009/07
Regular Board Meeting, Monday, June 15, 2009
be adjourned at _____, p.m.

2009 Board Meeting Schedule

2009 Dates	Time	Location		2009 Dates	Time	Location (TBA)
January 19 th	6:30 p.m.	Marathon Board Office		July 20 th	6:30 p.m.	Marathon Board Office
February 17 th	6:30 p.m.	Manitouwadge HS		August 17 th	6:30 p.m.	Marathon Board Office
March 23 rd	6:30 p.m.	Geraldton Composite HS		September 21 st	6:30 p.m.	Lake Superior HS
April 20 th	6:30 p.m.	Nipigon Red Rock DHS		October 19 th	6:30 p.m.	Geraldton Composite HS
May 19 th	6:30 p.m.	Lake Superior HS		November 16 th	6:30 p.m.	Nipigon-Red Rock DHS
June 15 th	6:30 p.m.	Manitouwadge HS		December 7 th	2:30 p.m.	Geraldton Composite HS

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2009/07

Committee of the Whole Board: 6:30 p.m.

Monday, June 15, 2009

Designated Site: Manitouwadge High School, Manitouwadge, ON

A G E N D A

Board Chair: Mark Mannisto

VC Sites at: SGBO / GCHS / LSHS / NRHS

Director Designate: Bruce Rousseau

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 50)

(B. Draper)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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Videoconference Site Locations

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 Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
 Lake Superior High School (LSHS) Hudson Drive, Terrace Bay, ON
 Nipigon-Red Rock District High School (NRHS) 20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Regular Board Meeting 2009/06

Committee of Whole Board In-Camera
 (Closed to Public) 6:30 p.m.

Regular Board Meeting: (Open to Public)
 Follows conclusion of In-Camera

MINUTES

Tuesday, May 19, 2009

Designated Site: Lake Superior High School, Terrace Bay, ON

Board Chair: Mark Mannisto

Director: Patti Pella

VC Sites at: SGBO / GCHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

PART II: Regular Board Meeting

Section (B) : – (open to public): 6:58 p.m.

Attendance

<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
Bartlett, Bette		X				Marszowski, Lisa (Student)			X		
Brown, Cindy	X					Notwell, Kathryn		X			
Fisher, Cindy	X					Richard, Kayla (Student)					X
Keenan, Darlene		X				Simmons, Tina				X	
Kjellman, Kayla (Student)			X			Sparrow, Julie		X			
Mannisto, Mark	X					Turner, Jim					X

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)					
	OS	TC	VC	A	R	
Patti Pella: Director of Education	X					
Rousseau, Bruce: Superintendent of Business			X			
Kappel, Colleen: Superintendent of Education	X					
Newton, Valerie: Student Success Coordinator			X			
Tsubouchi, Cathy: Manager of Accounting Services			X			
Chiupka, Wayne: Manager of Plant Services/Transportation			X			
Paris, Marc: Coordinator of Maintenance			X			
Draper, Barb: Coordinator of Human Resources Services			X			
Ross, Brad: Coordinator of Systems and Information Technology			X			
Joannette, Rose-Marie: Administrative Assistant / Communications			X			

1.0 Roll Call

The Board Chair Mark Mannisto conducted roll call at 6.33 p.m. Members were present as noted above.

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:34 p.m.

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest offered at this time.

3.0 Committee of the Whole Board *(In-Camera Closed)*

3.1 Agenda: Committee of the Whole Board - Closed
123/09

Moved by: *Trustee C. Brown*

Seconded by: *Trustee C. Fisher*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:34 p.m. and that this portion be closed to the public.*

Carried

3.2 Rise and Report from Closed Session
124/09

Moved by: *Trustee C. Brown*

Seconded by: *Trustee C. Fisher*

✓ *That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:57 p.m. and that this portion be open to the public.*

Carried

PART II: *Regular Board Meeting*

Section (B): – (open to public): 6:58 p.m.

4.0 Regular Meeting Call to Order

The Board Chair M. Mannisto called the regular meeting to order at 6:58 p.m.

5.0 Approval of Committee of the Whole In-Camera (Closed) Report

5.1 **125/09**

Moved by: *Trustee C. Brown*

Seconded by: *Trustee K. Notwell*

✓ *That, the Superior-Greenstone DSB approve the Committee of the Whole Board In-Camera, Section (A) Closed Session Report.*

Carried

6.0 Approval of Agenda
126/09

Moved by: *Trustee C. Fisher*

Seconded by: *Trustee C. Brown*

✓ *That, the agenda for the Superior-Greenstone DSB 2009/06 Regular Board Meeting, May 19, 2009 be accepted and approved.*

Carried

7.0 Disclosures of Interest re: Open Session

There were no disclosures regarding the open session.

8.0 Minutes

8.1 Board Meetings:

8.1.1 2009/05 Regular Board – April 20, 2009

127/09

Moved by: Trustee C. Brown

Seconded by: Trustee K. Notwell

✓ That, the minutes from the Regular Board Meeting be adopted:

- 2009/05 Regular Board, Monday, April 20, 2009, and

That, the minutes from the Board Policy Review Committee Meeting be acknowledged as received:

- BPRC Meeting – Monday, April 27, 2009

Carried

8.2 Standing Committee Meetings

8.2.1 Board Policy Review Committee: April 27, 2009

128/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ That, the Superior-Greenstone DSB accept the recommendations as outlined in the Board Policy Committee minutes dated April 27, 2009 and approve as reviewed:

- Policy 212 Observer Comments at Board Meetings
- Policy 208 Trustee Attendance at Conferences
- Policy 412 Public Access Defibrillators in School, and

that posting to the Board website and implementation of these policies be dated May 20, 2009 and that said shall supersede any previous policy.

Carried

8.3 Ad Hoc Committee Meetings

8.3.1 Transportation Committee – April 28, 2009

129/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ That, the minutes from the Transportation Committee Meeting be acknowledge as received:

- Transportation Committee – Tuesday, April 28, 2009

Carried

130/09

Moved by: Trustee J. Sparrow

Seconded by: Trustee C. Brown

✓ That, the Superior-Greenstone DSB accept the recommendations as outlined in the Transportation Committee Meeting minutes dated April 28, 2009.

Carried

8.3.2 B.A. Parker PS Design Steering Committee: April 20, 2009

131/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ That, the minutes from the B.A. Parker Design Steering Committee Meeting be acknowledged as received:

- BAPS Design Steering Committee – Monday, April 20, 2009

Carried

9.0 Business Arising Out of the Minutes

There was no business arising from the minutes.

10.0 Delegations and/or Presentations

10.1 Schreiber Public School: Small Schools Make a Big Difference

132/09

Moved by: Trustee C. Brown

Seconded by: Trustee K. Notwell

✓ **That**, the Superior-Greenstone DSB receives as information the presentation by the students of Schreiber Public School.

Carried

Schreiber Public School students, Daniel, Crystal, Chloe and Hannah accompanied by Vice Principal Leslie Blackwood presented a Public Service Announcement that the class has worked on while studying in their media class. The PSA will be aired at the schools final general assembly.

10.2 Update: Student Trustees

133/09

Moved by: Trustee C. Fisher

Seconded by: Trustee J. Sparrow

✓ **That**, the Superior-Greenstone DSB receives as information the verbal reports from Student Trustees Kayla Kjellman and Lisa Marszowski.

Carried

Student Trustee Kayla Kjellman reported on the events in and around the community of Nipigon-Red Rock including an open house at the high school to assist with the transition years for grade 7 and 8 public schools of the board. The grade 12 Writer's Craft students are writing a play and will present a comedy of Romeo and Juliet on June 5, 2009. Other activities this month included a chili dinner, Reach for the Top playoff between the teachers and parents and a grade 11 dance and fitness class. Prom night and graduation ceremony plans are in full tilt.

Student Trustee Lisa Marszowski reported that Sarah Duffus of GCHS has interviewed with the current student trustee panel and has accepted the appointment as a new student trustee from Geraldton Composite High School for the period of August 1, 2009 through July 31, 2010. Five students from the school received an OSSTF Excellence in Education award. Planning is underway for all the final year activities including graduation commencement on June 5.

134/09

Moved by: Trustee C. Fisher

Seconded by: Trustee C. Brown

✓ **That**, the Superior-Greenstone DSB accept the appointment of the following as Student Trustees for the 2009-2010 School Year, serving for the period of August 1, 2009 to July 31, 2010:

1. Sarah Duffus of Geraldton Composite High School
2. Kayla Kjellman of Nipigon-Red Rock District High School
3. Danielle Robinson of Marathon High School.

Carried

11.0 Reports of the Director of Education

(Director: Patti Pella)

11.1 Report No 32: 2009-2010 Principal and Vice-Principal Staffing

135/09

Moved by: Trustee C. Fisher

Seconded by: Trustee K. Notwell

✓ **That**, the Superior-Greenstone DSB receives Report No. 32: Principal / Vice-Principal Staffing 2009-2010 as presented.

Carried

Director Patti Pella reported the 12 of 15 schools would encounter no change in current administrative staffing. The principal assignment at George O'Neill PS changes to 0.5 FTE administrative duties and 0.5 FTE responsibilities for special education. In Schreiber PS, the 0.25

FTE administrator position will be discontinued. The Terrace Bay PS Principal will undertake the responsibility for supervision of SCPS. At TBPS, the 1.0 FTE Principal assignment is being reduced to 0.75 FTE.

The adjustments proposed address the declining enrolment and the projection of further decline for 2009-2010 school year.

136/09

Moved by: Trustee C. Fisher

Seconded by: Trustee C. Brown

✓ **That**, the Superior-Greenstone DSB approves the Principal / Vice-Principal Staffing 2009-2010 as presented.

Carried

11.2 2009 School Graduation Dates

137/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ **That**, the Superior-Greenstone DSB receives for information the outline for the 2009 Graduation Dates for schools.

Carried

P. Pella reviewed the graduation dates noting that all schools are seeking board representation for the graduation exercises. She encouraged local area trustees to attend the events and advise her of their plans so that a final list of attendees (including senior administration) can be compiled for that schools that need to know to plan the graduation programs.

11.3 Correspondence: Terry Fox Foundation

P. Pella reported that the Terry Fox Foundation has sent an acknowledgement for the funds raised by Superior-Greenstone DSB schools that participated in the Annual Terrace Fox Run. Students from around our system schools raised a combined total of almost \$2,000.

138/09

Moved by: Trustee D. Keenan

Seconded by: Trustee K. Notwell

✓ **That**, Superior-Greenstone DSB receives as information correspondence from the Terry Fox Foundation as presented by Patti Pella.

Carried

12.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Superintendent of Education:

12.1 Report No 33: Kindergarten Programming

139/09

Moved by: Trustee C. Brown

Seconded by: Trustee B. Bartlett

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 33: Kindergarten Programming.

Carried

Nicole Morden-Cormier, School Effectiveness Lead provided highlight of the report, noting that a Kindergarten Network as been established; further education and exploration for play-based/inquiry approach and educational philosophy has been supported in professional development and outreach to communities taken place to assist parents and JK registrants with the transition to school life.

12.2 Report No. 34: Special Education Statistics

140/09

Moved by: Trustee K. Notwell

Seconded by: Trustee D. Keenan

✓ **That**, the Superior-Greenstone DSB receives as information Report No 34: Special Education Statistics.

Carried

Colleen Kappel, Superintendent of Education advised that the report as requested by the Board in April summarizes the anticipated percentage of student with special needs at each school in the 2009 – 2010 school year. These numbers include the grade eight students entering the high schools from each feeder school and omitting high school graduates.

12.3 Report No. 35: 2009-2010 Educational Assistant Staffing Proposal

141/09

Moved by: Trustee K. Notwell

Seconded by: Trustee J. Sparrow

✓ **That**, the Superior-Greenstone DSB receives Report No 35: 2009-2010 Educational Assistant Staffing as presented.

Carried

C. Kappel reviewed the report noting that, final assignments for Education Assistants would be made in September when the actual enrolment and special education needs can be identified. Based on current projections, the 45 EA's funded through Special Education will be reduced to 42. The number of EA's funded through First Nations this year was 7.5 FTE, however the First Nation EA staffing is yet to be determined.

142/09

Moved by: Trustee C. Fisher

Seconded by: Trustee D. Keenan

✓ **That**, the Superior-Greenstone DSB approve the 2009-2010 Educational Assistant Staffing as presented.

Carried

12.4 Report No. 36: 2009-2010 Secondary Staffing Proposal

143/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ **That**, the Superior-Greenstone DSB receives Report No 36: 2009-2010 Secondary Staffing Proposal as presented.

Carried

Valerie Newton, Student Success Leader provided report highlights noting for historical context the staffing provisions applied since the 2004-2005 school year. It illustrates the extent of declining enrolment, and its impact on staffing which is governed by a formula articulated in the secondary teacher's collective agreement. In 2009-2010 staffing, with the provision of additional ministry initiative funds has been reduced by 3.50 FTE teachers to 88.17 FTE.

She noted that final student option sheets are being collected. She advised that students electing to partake in native education studies could have the effect of increasing the final staffing. Native education studies funds are available depending on the student enrolment in those sections that she advises would be available in June.

She noted that a survey is being done with the students, who this year took the Turtle Concepts workshop with David Jones. A correlation of these survey results with student election to take a native education studies will be done for presentation to the board later.

144/09

Moved by: Trustee C. Fisher

Seconded by: Trustee K. Notwell

✓ **That**, the Superior-Greenstone DSB, approves Report No 36: 2009-2010 Secondary Staffing Proposal.

Carried

13.0 Reports of the Business Committee

(Business Chair: J. Turner)

Superintendent of Business: B. Rousseau

13.1 Report No. 37: Energy Efficient School Funding Grants

145/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ **That**, the Superior-Greenstone DSB receives as information Report No 37: Energy Efficient Schools Funding Grant Report 2009.

Carried

Wayne Chiupka, Manager of Plant Services reported on this grant, \$1.7 million allocated by the ministry to provide for energy efficient retrofits and upgrades to schools. The grant can be applied over the next two schools years for projects to reduce energy consumption in our schools. Projects under this grant will range from small, non-capital work such as vending machine controls, electricity metering, and occupancy sensors, to capital work such as boiler system replacement, energy management equipment and windows.

13.2 Report No. 38: Dorion PS Water System Annual Report

146/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher J. Sparrow

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 38: Schools on Well Water Systems – DOPS Annual Report 2009.

Carried

W. Chiupka explained that under the province's Drinking-Water Systems Regulation (Ontario Regulation 170/03) an annual report is required for Dorion Public School as it is the only board facility that is on a well system for its drinking water supply. No adverse quality results have been returned. He anticipates that future reporting on the Schools on Well Water Systems will be posted on the board website.

13.3 Report No. 39: 2008-2009 School Bus Contracts

147/09

Moved by: Trustee C. Brown

Seconded by: Trustee J. Sparrow

✓ **That**, the Superior-Greenstone DSB receives Report No. 39: School Bus Contracts 2008-2009 as presented.

Carried

W. Chiupka advised that agreement has been reached with all six independent bus contractors. The agreements, which include shared service with the coterminous board (based on student riders) services. He noted that overall costs are similar to last year. Some of the factors that control the contracts include mileage driven, type of vehicle, depreciation, administration, driver hours and other costs. The driver rate has increased by 2.0% over last year and this will ensure quality drivers are retained.

148/09

Moved by: Trustee K. Notwell

Seconded by: Trustee C. Fisher

✓ **That** the Superior-Greenstone DSB approve the School Bus Contracts for 2008-2009 presented as follows (GST extra):

- Ball Bus Service \$ 590,592
- Beaulieu Bus Lines \$ 344,959
- Holt Bus Lines \$ 93,126
- Greenstone Transfer \$ 320,965
- Les Autobus Roy \$ 68,846
- Trottier Bus Lines \$ 702,719

Carried

13.4 Report No. 40: Pay Equity Plan Agreement
149/09

Moved by: Trustee D. Keenan

Seconded by: Trustee C. Brown

✓ **That**, the Superior-Greenstone DSB receives Report No. 40: Pay Equity Plan for the District 6B, Ontario Secondary School Teachers' Federation Educational Support Staff.

Carried

Barbara Draper, Coordinator of Human Resource Service provided an overview of the Pay Equity Plan as well as the history for development. In 2005 the Ontario Secondary School Teachers' Federation Educational Support Staff requested that a Pay Equity Plan be negotiated between the Superior-Greenstone District School Board and their members. It noted that the Pay Equity Legislation allows new plans to be developed when a business/organization changes ownership. Superior-Greenstone DSB was established as a new entity in 1998 when former smaller boards, east of Thunder Bay amalgamated.

In May 2009 the Pay Equity Commission was called into mediate on a final outstanding issue. The agreement results in wage adjustments to two job classes retroactive to September 1, 1998 as follows. Educational Assistants wage will be adjusted up by \$.905 / hour, while Attendance Counselors will see a wage increase of \$.37 / hour.

14.0 Matters for Decision

Board Chair: M. Mannisto

14.1 Report No. 41: Disbursements – April 2009
150/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 41: Disbursements for April 2009.

Carried

14.2 Report No.: 42: Personnel – May 19, 2009
151/09

Moved by: Trustee C. Brown

Seconded by: Trustee K. Notwell

✓ **That**, the Superior-Greenstone DSB receives as information, Report No. 42: Personnel dated May 19, 2009.

Carried

15.0 New Business

15.1 Board Chair

15.1.1. OSSTF Awards Banquet

Board Chair Mark Mannisto reported on attending the OSSTF Excellence in Education Award Banquet where 42 Superior-Greenstone DSB high school students received awards. He extended congratulations to all recipients.

15.1.2 Forestry Company Request for Support

M. Mannisto advised he was approached by mill managers in Longlac, Buchanan and Long Lake Forest Products for a Board letter of support for forest industry outlining the negative impact that the closures have had on communities and their schools (declining enrolment) as families are leaving the area. This letter is done and is being disseminated.

15.2 Miscellaneous

P. Pella requested that the Board Policy Review Committee meeting scheduled on May 25, 2009 be postponed until June 10. The BPRC members agreed to the change.

16.0 Trustee Associations and Other Boards

Trustee Darlene Keenan reported on her attended at an OPSBA sponsored workshop on Parliamentary procedures. She informed the members that much of the advice shared with participants was from the resource, Robert Rules for Dummies. A copy of the book will be ordered for distribution to all trustees.

17.0 Observer Comments

18.0 Adjournment

152/09

Moved by: Trustee C. Fisher

Seconded by: Trustee D. Keenan

✓ **That**, the Superior-Greenstone DSB 2009/06 Regular Board Meeting, Tuesday, May 19, 2009 be adjourned at 8:58 p.m.

Carried

2009 Board Meeting Schedule

2009 Dates	Time	Location		2009 Dates	Time	Location (TBA
January 19 th	6:30 p.m.	Marathon Board Office		July 20 th	6:30 p.m.	Marathon Board Office
February 17 th	6:30 p.m.	Manitouwadge HS		August 17 th	6:30 p.m.	Marathon Board Office
March 23 rd	6:30 p.m.	Geraldton Composite HS		September 21 st	6:30 p.m.	Lake Superior HS
April 20 th	6:30 p.m.	Nipigon Red Rock DHS		October 19 th	6:30 p.m.	Geraldton Composite HS
May 19 th	6:30 p.m.	Lake Superior HS		November 16 th	6:30 p.m.	Nipigon-Red Rock DHS
June 15 th	6:30 p.m.	Manitouwadge HS		December 7 th	2:30 p.m.	Geraldton Composite HS

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2009/06

Committee of the Whole Board: 6:30 p.m.

Tuesday, May 19, 2009

Designated Site: Lake Superior High School, Terrace Bay, ON

TOPICS

Board Chair: Mark Mannisto

Director: Patti Pella

VC Sites at: SGBO / GCHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A): In-Camera – (closed to public) 6:34 p.m.

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 42)

(B. Draper)

2.0 Update: Legal

(P. Pella)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

*In partnership with the students, the home and the community,
Superior-Greenstone District School Board will address
individual students' needs by providing:*

- ❖ *a diverse education that prepares for and honours their chosen path for success,*
- ❖ *avenues that foster a love of learning, and*
- ❖ *the means to honour varied learning styles.*

Native Education Advisory Committee

Thursday, May 21 2009 — 9:00 a.m. to 10:30 a.m.

MINUTES

Designated Site: Nipigon-Red Rock District High School – Red Rock, ON

Chair: Cindy Fisher

Director: Patti Pella

Note: A light breakfast snack will be served at the school.

1.0 Roll Call

<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>											
First Nation Members	OS	TC	VC	A	R	Trustees	OS	TC	VC	A	R
Auger, Valerie (<i>Pays Plat</i>)	X					Bartlett, Bette					X
Belleau, Celine (<i>Lake Nipigon</i>)		X				Fisher, Cindy	X				
Desmoulin, Jeff (<i>Pic Mobert</i>)				X		Mannisto, Mark					X
Ferris, Joanne (<i>Ginoogaming</i>)				X		Notwell, Kathryn					X
Graham, Prisella (<i>Lake Nipigon</i>)				X							
Lesperance Valda (<i>Rocky Bay</i>)				X		Board Administration	OS	TC	VC	A	R
Misner, Robert (<i>Long Lake # 58</i>)				X		Kappel, Colleen	X				
Millard, Judy (<i>Anishinabek Nation</i>)				X		Pella, Patti	X				
Panamick, Edna (<i>Rocky Bay</i>)				X		Newton, Valerie	X				
Sabourin, Faye (<i>Pic Mobert</i>)				X		Willcocks, Barb	X				
Taggart, Rachel (<i>Red Rock Band</i>)				X							
Thompson, Xavier (<i>Pays Plat</i>)				X							
Wilson Earl (<i>Aroland J. Terriault School</i>)				X							

1.0 Blessing and Welcome

NEAC Chair Cindy Fisher provided a blessing for the group gathered.

2.0 Information

Note: The agenda was amended to add Item 2.3.3 Equity and Inclusive Education Strategy, a presentation by Valerie Newton, Student Success Leader.

2.1 Update: First Nations

2.1.1 Valerie Auger: Pays Plat

Provided a verbal update on student success initiatives and all of her students are progressing well and on an exciting note, summer employment is looking great for kids as well.

2.1.2 Celine Belleau: Lake Nipigon

She advised that she would no longer handle the education portfolio. Her replacement will be Priscilla Graham. Currently, there are student on boot camp initiatives with Turtle Concepts. Sixteen students from Lake Nipigon have enrolled in post secondary for the coming year.

2.1.3 Cindy Fisher: Pic River

Pic River Elementary School will be holding annual Pow Wow on June 19, 2009. She expects about 300 people to attend. Educating non-aboriginal children is important. Career Fair was held in Pic River with an amazing turn out. There were approximately 30 presenters. Sault College brought the trauma baby and the kids, which really amazed the children.

The Northern School of Medicine gave out little hearts, Area businesses came in as well to talk about careers. Pic River will graduate their first doctor this June and another lawyer this year as well. She noted that she would like to collaborate with Marathon High School.

She said it was important not to limit post secondary funding because when we look at our students we find that sometimes they take college and then follow with university as well.

There will be an awareness walk on Monday May 25, 2009, hoping that all area FN will bring 50 people! Still struggling with funding through INAC. Plans are underway for a billboard campaign with an Aboriginal child on it. Expects it to run right across Ontario or maybe even Canada.

On June 25 in Pic River, motivational speaker Eldon Law will make a presentation. It is at 1:00 p.m. at the mouth of the Pic. Everyone is welcome.

2.2 Update: Director of Education

2.2.1 Aboriginal Funding

Patti updated the committee on NOEL Funding/Projects for aboriginal education, Colleen and Barb will continue with the application process for the funding.

2.3 Update: Barb Willcocks

2.3.1 SGDSB Aboriginal Initiatives

Barb Willcocks and Colleen Kappel provided a presentation of our Aboriginal Education Strategy.

2.3.2 Turtle Concepts

Cindy talked about the need to go deeper with self-awareness and self-understanding with native youth. She referred to Ethnocentric Stress and how people can become continually overburdened when their needs were not being met. Aboriginal children/students need to be shown how a deep understanding within them will make them stronger and lead to more choices in their lives. She referred to a Maslow's Hierarchy of Needs.

Cindy suggested that we show the Turtle Concept PowerPoint at all graduations and asked if we could incorporate a "Fanning Ceremony" into our graduations, Colleen and Val will follow up with secondary schools.

2.3.3 Equity and Inclusive Education Strategy

Valerie Newton Student Success Leader talked about the Ministry's "Equity and Inclusive Education Strategy" and its phase-in over four years. She reviewed the roles and responsibilities of schools, school boards and stakeholders in the review and development of policies, practices, programs and structures that reflect equity and diversity of the whole community. She will send an email to the members of NEAC with the following handouts- "Quick Facts on Equity and Inclusive Education Strategy" and "The Promise of Diversity...Equity and Inclusive Education Strategy".

V. Newton discussed that the policy for the Equity and Inclusive Education strategy would be brought forward at the Board Policy Review committee at the next meeting. The draft policy will be forwarded to members of NEAC for their review and feedback in a separate email.

3.0 Open Forum: Q & A

4.0 Items for the Next Meeting

5.0 Next Meeting

Friday, October 16, 2009 at Nipigon-Red Rock DHS (Time: TBD)

6.0 Tentative 2009-2010 Meeting Schedule

Thursday, January 22, 2010 (Time/Location: TBD)

Thursday, April 23, 2010 (Time/Location: TBC)

6.0 Adjournment

The meeting adjourned at 11:05 a.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Special Education Advisory Committee

Wednesday, March 4, 2009 @ 6:30 p.m.

Videoconference Sites:

Board Office, Marathon
 Geraldton Composite High School, Geraldton
 Lake Superior High School, Terrace Bay
 Manitouwadge High School, Manitouwadge
 Nipigon-Red Rock District High School, Red Rock

MINUTES

<u>Voting 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
Audia, Jessica				X		Notwell, Kathy <i>(Alternate)</i>		X			
Brown, Cindy <i>(Alternate)</i>	X					Nelson, Theresa					X
Dupere, Cheryl				X		Simmons, Tina		X			
English, Jennifer					X	Souckey, Leslie <i>(Chair)</i>	X				
Keenan, Darlene					X						

<u>Resource Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>					
		OS	TC	VC	A	R
Pella, Patti: <i>Director of Education</i>					X	
Kappel, Colleen: <i>Superintendent of Education</i>			X			
Newton, Valerie: <i>Student Success Coordinator / Assistant to the Superintendent of Education</i>		X				
Parsons, Don: <i>Student Support Leader</i>			X			

1.0 Call to Order

The meeting was called to order at 6:32 p.m. and roll call taken by Chair Leslie Souckey.

2.0 Approval of Minutes

✓ ***That, the Minutes of the January 14, 2009 be approved as presented.***

Moved by Trustee Cindy Brown. Seconded by Trustee Kathie Notwell

3.0 Additions to the Agenda

- 3.1 Ontario Education Resource Bank
- 3.2 Quilt of Honour

- V. Newton
 - K. Notwell

4.0 Business Arising from the Minutes

- 4.1 No new business.

5.0 Correspondence

- 5.1 Autism Matters Journal, Fall 2008 Edition

Colleen introduced the above journal, Autism Matters. The journal (formerly The Autism Newslink), is the quarterly magazine of Autism Ontario. Each issue contains articles on ASD research, tips and resources for parents and educators, personal stories and as well as additional information. Past issues of the magazine can be downloaded via Adobe Acrobat on the Autism Ontario website:

<http://www.autismontario.com/client/aso/ao.nsf/web/NewsLink>

6.0 New Business

6.1 VOICE Update

Leslie had a short DVD produced by VOICE; however, feels that it will be more beneficial to have a member from VOICE attend the May face-to-face meeting to provide information on the organization.

Anyone wishing to visit the VOICE website may do so at <http://www.voicefordeafkids.com/>. The DVD Leslie referred to may be downloaded on the site at the following link:

<http://www.voicefordeafkids.com/education.asp>

6.2 Student Support Leader

Colleen welcomed and introduced the board's newly hired Student Support Leader, Don Parsons, to the SEAC group.

Among Don's many duties he will be assisting schools to examine gaps in the following areas:

Assistive Technology: How are we using it? Are we using it effectively? What improvements/enhancements can be made?

Individual Education Plans (IEPs): An audit will take place in the Spring to ensure that Board and Ministry criteria and standards are being met. Cindy Brown asked if the audit included surveying parents with any input/concerns they may have. Colleen agreed that requesting parental input is important; however, she would like to survey SEAC first and possibly take it to parents at a later date.

Gaps in Services: Including, but not limited to, ISNC, CAS, Dilico. Don will also be examining what other boards have in place. As well he will concentrate on Mental Health issues, and look at ways to facilitate improved access to all identified service gaps. As part of examining the gaps in service, Don will be soliciting feedback/comments from SEAC.

6.3 January 30th PD Day Follow-Up

A presentation was made at all school sites on the 30th regarding Assistive Technology to determine if it was being used effectively. The technical aspect is not working in some schools and further investigation will be required to determine the problem, and a viable solution.

6.4 Review of Annual Special Education Board Plan

Colleen suggested that the Board Plan be split into two segments and reviewed by the SEAC members at the April and May meetings. The gathered members were in agreement to this suggestion.

6.5 Public Review for the Initial Proposed Employment Accessibility Standard

Colleen wanted all SEAC members to be aware that the public has the opportunity to offer their feedback to the Proposed Employment Accessibility Standard. Feedback is being accepted by the Ministry of Community and Social Services until Friday, May 22, 2009. To access the document and to provide feedback, members may visit:

<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario>

6.6 Quilt of Honour

Kathie Notwell had the opportunity to see the Quilt at a recent OPSBA event, and to hear Susan Hess, who spearheaded the development of the Quilt speak about her experiences of having a young child with mental illness and the lack of available services and community understanding.

Members may find additional information about the Quilt, and its associated organization, Parent's for Children's Mental Health, at

http://www.parentsforchildrensmentalhealth.org/au_about_us.php

6.7 Ontario Educational Resource Bank (OERB)

Val Newton provided an overview of the OERB, which is part of the eLearning Ontario program, and how it can be a valuable resource tool for students and parents. Val indicated that the materials available are very engaging for students and have multiple modalities. She noted that teachers can add to the resource bank. Access to the OERB is available at www.elearningontario.ca. The board username and password is required. Val will have this information sent out to SEAC members via e-mail.

7.0 Information Items

8.0 Next Meeting Date/Time/Venue

Next Meeting: Tuesday, April 7, 2009 – Teleconference/Videoconference

Future Meeting: Thursday, May 14, 2009 – Face-to-Face (Corinne to poll members for location preference – Marathon or Terrace Bay)

9.0 Adjournment

✓ ***That, the SEAC Meeting be adjourned at 7:06 p.m.***

Moved by Trustee Cindy Brown. Seconded by Trustee Tina Simmons

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 43
Date: June 15, 2009

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

FROM: Kayla Kjellman, Student Trustee

SUBJECT: Student Views on Course Selection

Background

In response to a request by the Director of Education, information was collected regarding student views on course selection within the Superior-Greenstone District School Board. The question of whether students are considering leaving Superior-Greenstone DSB for another area in order to gain access to specific courses was also explored. To obtain this information, a survey was distributed to senior students at Lake Superior High School and Nipigon-Red Rock District High School to gain an understanding of student needs and feelings in regard to this matter.

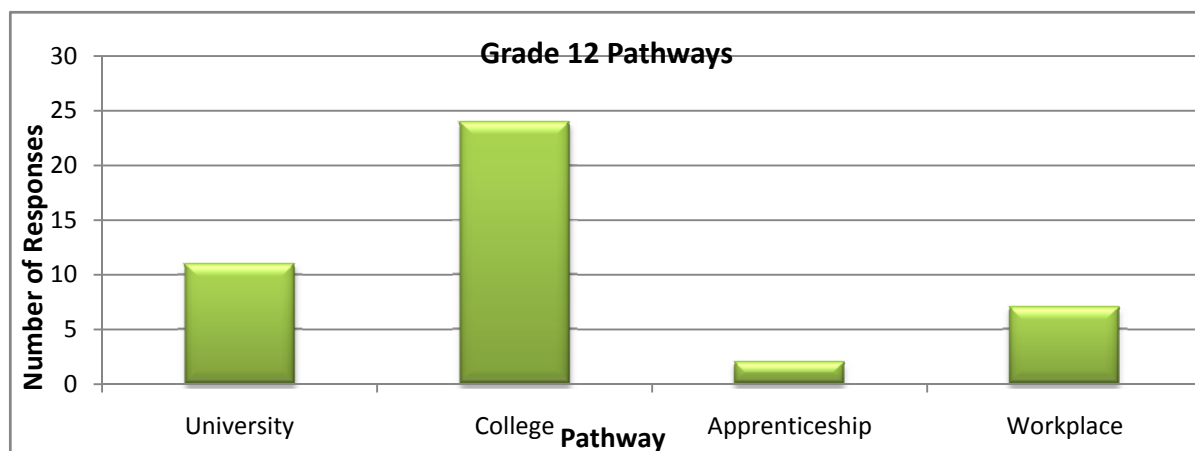
Current Situation

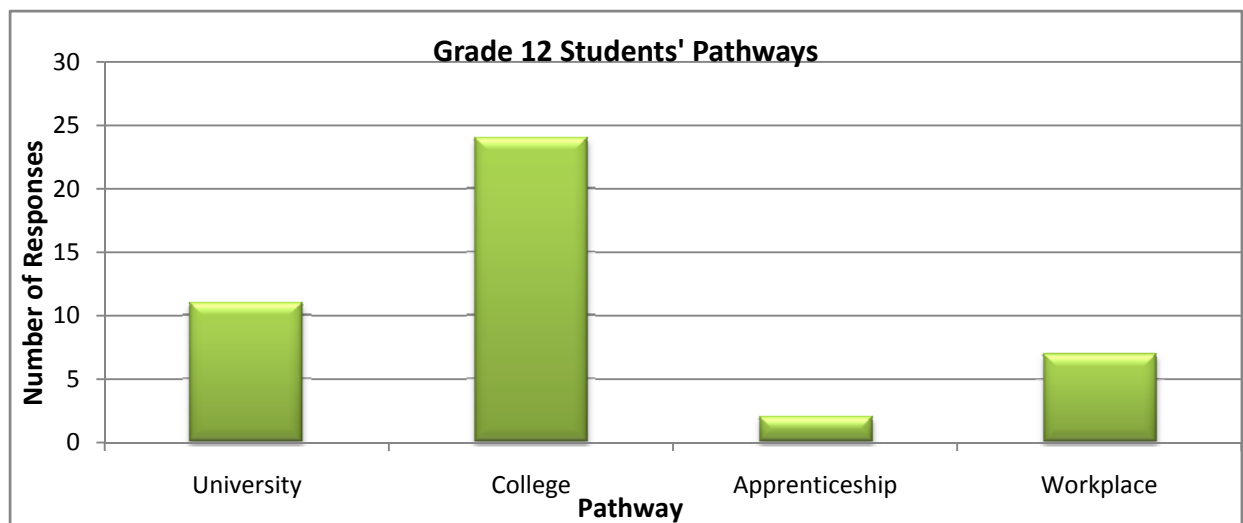
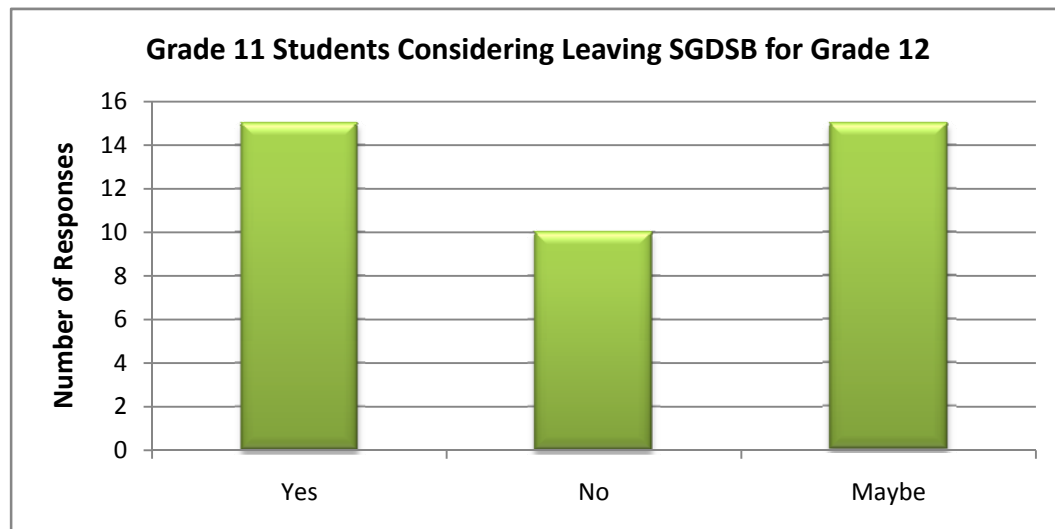
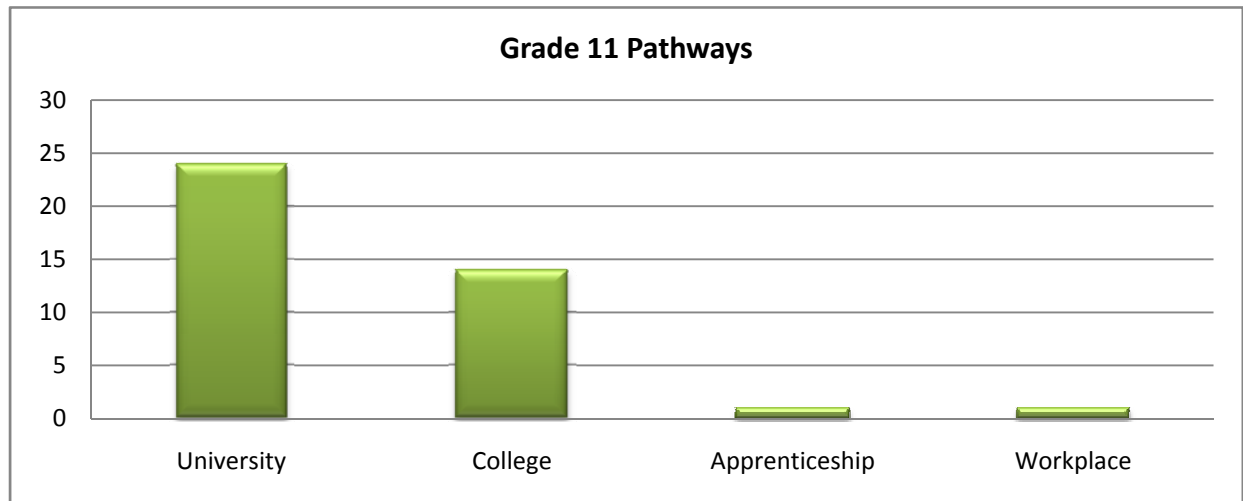
The decreasing enrolment in Superior-Greenstone DSB has affected the course selection in the secondary schools. Course selection is very important to all secondary level students as it can have a direct effect on a student's post-secondary path.

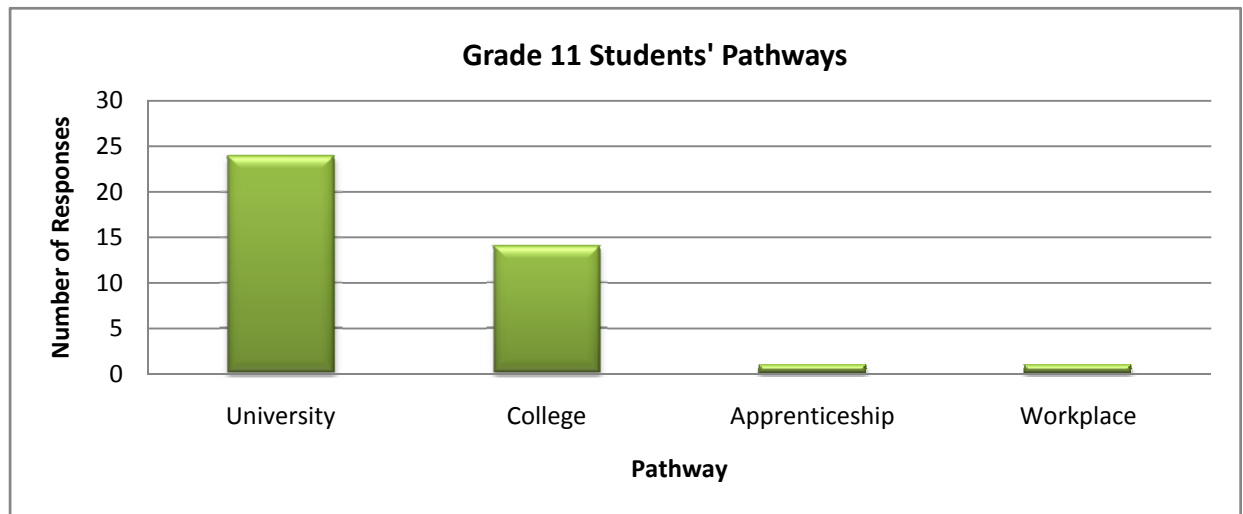
- Many students feel that the course selection lacks variety, making it difficult to choose post-secondary programs.
- Students have also voiced concerns that the timetable is limited and does not allow them to explore their options.
- Some students also stated that at times, one subject area is offered much more widely than other areas, in particular, the sciences. This makes it difficult for students who do not wish to pursue a career in that specific area.
- Other students noted that while courses they needed were being offered, these were not offered in a classroom setting which was not beneficial given their learning style.

It is vital that the Superior-Greenstone DSB understands what students require for courses, not only to meet students' needs but to also provide opportunities for all students to achieve their academic goals.

The following charts present the results of the survey.







Please take note that the information provided does not reflect the entire population of senior students at Lake Superior High School and Nipigon-Red Rock District High School. It is based only on the answers provided by the students who completed the survey.

Grade 11 Students - Course Selection		
<i>Pathway</i>	<i>Beneficial (Top 3 Responses)</i>	<i>Desired (Top 3 Responses)</i>
University	1. English 2. Sciences(biology, chemistry, physics) 3. Functions/Advanced Functions	1. Calculus 2. Physics 3. Design
College	1. Math 2. English 3. Chemistry, Health, Manufacturing	1. Welding 2. (Tied with about 10 courses) 3.
Apprenticeship	Inadequate amount of responses	Inadequate amount of responses
Workplace	Inadequate amount of responses	Inadequate amount of responses.

Grade 12 Students-Course Selection			
<i>Pathway</i>	<i>Beneficial (Top 3 Responses)</i>	<i>Desired (Top 3 Responses)</i>	<i>*Wish List (Top 3 responses)</i>
University	1. English/Sciences(biology, chemistry, physics) 2. Functions/Advanced Functions 3. History	1. History(variety) 2. French 3. Calculus	1. French 2. Writers Craft 3. Fashion
College	1. Cooperative Education 2. English 3. Math	Answers varied.	1. Photography 2. Drama 3. French/ Gr. 12 Biology
Apprenticeship	Inadequate amount of responses	Inadequate amount of responses	Inadequate amount of responses
Workplace	Inadequate amount of responses	Inadequate amount of responses.	Inadequate amount of responses.

****(Courses students wish had been offered during their high school career)***

Recommendation for Next Steps

It may be beneficial for the Board to work in concert with its Student Trustees to examine the report and to explore improved course selections.

Administrative Recommendations

That, the Superior-Greenstone DSB receives as information Report No. 43: Student Views on Course Selection.

Respectfully submitted by:

Kayla Kjellman
Student Trustee
Superior-Greenstone District School Board

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 44
Date: June 15, 2009

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

FROM: Patti Pella, Director of Education

SUBJECT: 2009 Summer Break and Board Business

Background

The business of the board is generally reduced with summer break in schools. Although regular board meetings are scheduled in July and August, it has been the practice of the board to review whether a meeting is required in July and to consider its cancellation.

To date, the cancellation of the Regular Board meeting in July 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 staff may be engaged.

Current Situation

A Regular Board meeting is scheduled on Monday, July 20, 2009. At this time summer business is expected to be of a routine nature. The notice of cancellation of the July Board Meeting can 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 2009.

Administrative Recommendations

That, the Superior-Greenstone DSB receives as information Report No. 44: 2009 Summer Break and Business.

That, the Superior-Greenstone DSB cancels the Regular Board meeting, scheduled on Monday, July 20, 2009.

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 2009.

Respectfully submitted by,

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting

RECOMMENDATION

DATE: June 15, 2009

Whereas, the Superior-Greenstone DSB Parent Involvement Committee has initiated the production of a 16-month Board Calendar for the period of September 2009 to December 2010 to feature student artwork, and

Whereas, the same would contain an outline of the 2009-2010 School Year Calendar with principles of character education inserts, and statutory / standing committee meeting dates, and

Whereas, the Superior-Greenstone DSB wishes to include a schedule of its 2010 Regular Board Meeting dates for public circulation,

Be it resolved that, the Superior-Greenstone DSB schedule its 2010 Regular Board Meeting dates and designated site rotations as follows:

- | | | |
|------------------------------|------------------------|-------------|
| • Monday, January 18, 2010 | Marathon Board Office | @ 6:30 p.m. |
| • Tuesday, February 16, 2010 | Lake Superior HS | @ 6:30 p.m. |
| • Monday, March 22, 2010 | Geraldton Composite HS | @ 6:30 p.m. |
| • Monday, April 19, 2010 | Nipigon-Red Rock DHS | @ 6:30 p.m. |
| • Monday, May 17, 2010 | Manitouwadge HS | @ 6:30 p.m. |
| • Monday, June 21, 2010 | Lake Superior HS | @ 6:30 p.m. |
| • Monday, July 19, 2010 | Marathon Board Office | @ 6:30 p.m. |
| • Monday, August 16, 2010 | Nipigon Red Rock DHS | @ 6:30 p.m. |
| • Monday, September 20, 2010 | Manitouwadge HS | @ 6:30 p.m. |
| • Monday, October 18, 2010 | Geraldton Composite HS | @ 6:30 p.m. |
| • Monday, November 15, 2010 | Marathon Board Office | @ 6:30 p.m. |
| • Monday, December 6, 2010 | Marathon Board Office | @ 2:30 p.m. |

(Note: This is the Inaugural Meeting after 2010 Municipal Election)

One Life...Many Gifts



Education Minister Kathleen Wynne and students were present at the launch of the new curriculum resource *One Life...Many Gifts*

IT'S a basic fact of life. The bottom line. After all the striving and acquiring, you can't take it with you. Ultimately, we part with all of our possessions. We don't like to talk about the end. Death is not the usual stuff of dinner conversation, nor is it top of mind for the average teenager.

Jaynel White isn't an average teenager. When she was 15, her father David swiftly progressed from simply feeling unwell, to suffering massive heart failure, to joining the long list of 4,000 people who die every year in Canada waiting for organ donations. Canada's donor rate is one of the lowest in the world.

David had signed an organ donor card. By donating his pancreas, liver, lungs, kidneys and eyes, David has extended, or improved, the lives of six people, though he lost his own. Jaynel has come to realize that giving birth is not the only way to give life, and that heroism takes many forms.

"Even though my Dad's gone, he's a hero," she said. "No, he didn't pull anyone out of a burning house, but he saved someone's life. He gave life to someone who needed it, and that, to me, makes him the biggest hero of all."

Jaynel's mission is to encourage people to talk with their families about what they want from life and, especially, what they would want if they met an untimely death. Jaynel's is one of the compelling emotional experiences shared by donor families and organ recipients in the new curriculum resource *One Life...Many Gifts*. In a DVD and a series of 10 artistic, visually appealing booklets, the issues are brought to life for senior secondary students.

"The very worst possible time to have your very first discussion about something like this is in the waiting room outside an intensive care unit, and this program aims to bring the discussion into the mainstream," said Cate Abbott of the London Health Sciences Centre and a team member of this project.

"This is one of the best things I've seen, and I've been teaching for over 20 years," said Cathy Chant, head of Health and Phys Ed and Dance at Sir John A. MacDonald, Scarborough.

"This is not talking about organ donation in a flat, depressing and simply scientific way. It's the heart of the program, presented in a really beautiful teenage-friendly way. Teachers who get the opportunity to work through this resource package are lucky teachers indeed, because they'll come out of it feeling like better people and better teachers. It's uplifting."

Survey results from 240 teachers in the 20 school boards involved in the pilot project echo Chant's enthusiasm. There is also support at Queen's Park.

"All Ontarians—including our students—are potential organ and tissue donors," said Education Minister Kathleen Wynne. "Teaching them in school about the importance of organ donation encourages healthy living now and could save a life in the future."

Dave Levac, MPP for Brant, has been publicly recognized for his contributions in community service and was a distinguished educator.

"We need to continue informing our youth about the importance of organ and tissue donation," he said.

Frank Markel, CEO of Trillium Gift of Life Network, is particularly proud of the collaborative partnership created with the London Health Sciences Transplant Program and the Kidney Foundation, which produced this innovative program.

"We won't measure success in the schoolroom directly by asking students to register for donation. Very deliberately, our stance is to inform and educate the students. We're not trying to convince them they should be donors. We think that most people who take the time to learn about donation and transplant will willingly come to the decision to be donors. And ethically, we want to present this fairly and let people decide for themselves," said Markel.

Flexible and modular, the program is constructed to be easily incorporated into the existing curriculum; Arts, Canadian and World Studies, English, Science, Guidance and Career Education, Health and Phys Ed, and Social Sciences and Humanities. Teachers are asked to present the material from the introduction booklet and the section on ethics, and to show the video first.

"It's important for the kids to consider the social issues," said Joan Green, Educational Consultant and Program Advisor. "It covers the waterfront in terms of reflecting on your role as a citizen. What is it that we owe to each other, where does generosity make for a civil society and what are some of the moral issues?"

Teachers can pick and choose and develop a curriculum that works in their time frames, and the program is complete and ready to use. A variety of exercises are provided and there are opportunities to explore the careers associated with the field.

Transplant surgeon Dr. William Wall of London Health Sciences was on the team which first recognized the educational void around organ donation. He is totally convinced that educating young people is the answer to raising the donor rate, because students talk about it with their parents. Many people do not realize that transplantation has become one of modern medicine's most remarkable achievements. The educational process involves overcoming suspicion and superstition, and he's proud that London's donor rate is now more than twice the provincial average.

"It's the misconceptions that prevent people from wanting to be a donor. Many people think that transplantation is still experimental, that this was risky surgery, that the results aren't very good and don't justify the expense of doing it. Many of them think somehow there would be a financial burden on the donor family. Some think that they can't have an open casket, " he said. Some are superstitious, thinking that signing a card would bring about their own demise.

Some are suspicious that if they were ever seriously injured, and they were carrying a donor card, doctors would not do everything they could to save them.

"The donation side is separated entirely from transplantation," Dr. Wall states emphatically.

Many people also think, mistakenly, that their religion forbids organ donation. In fact, most major religions support it.

There is also the "yuk" factor. But most students quickly get past their initial squeamish "not me, no way, that's gross" reaction to the idea of transferring body parts. Once they become involved in the lives of recipients and donors, empathy and enthusiasm take over.

Green rates this resource at the very top of the materials she's encountered. "It's entirely authentic. Young people are generous by nature and when they are given the opportunity to explore a real possibility to make a contribution, they almost always want to reflect on it. There are many invitations here that are almost irresistible for students to become engaged."

Chant can't wait to have her colleagues teaching the program. The architects of *One Life...Many Gifts* hope that it will help to create a culture of donation in Ontario. Dr. Wall would like to see the concept become part of the fabric of Canadian values.

"It would be like celebrating a birthday or getting your license—you'd sign your donor card on your sixteenth birthday. If people understood that this is the right thing to do, to try to save the lives of others after we've died, we'd be as proud as any nation on earth as far as our donation rates."



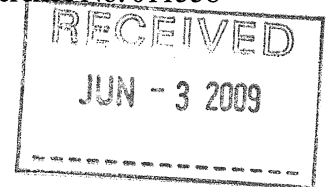
The Corporation of the Town of Marathon
4 Hemlo Drive, P.O. Bag TM
Marathon, Ontario P0T 2E0
cao@marathon.ca
Phone: (807) 229-1340 Ext. 2222
Fax: (807) 229-1999

OFFICE OF THE C.A.O./CLERK
File No. 4-6

June 1, 2009

Reference No. 011558

Superior-Greenstone District School Board
12 Hemlo Drive, Postal Bag "A"
Marathon, Ontario
P0T 2E0



VIA MAIL

To Whom It May Concern,

Re: Proposal for a Municipal Hazardous Waste
Depot, Marathon Regional Landfill
Marathon, Ontario

An application for establishing and operating of a Municipal Hazardous Waste Depot has been requested by the Town of Marathon under Part 2 of the EPA. As required by Part 2.4.7.2, Section 5.4 of the EPA, the Town is required to notify adjacent landowners of the proposed facility.

The municipal hazardous waste depot is proposed to be located at the existing Marathon Landfill Site located on Penn Lake Road, Marathon, Ontario, with operations incorporated into the waste transfer station operations. The following provides a brief description of the municipal hazardous wastes depot facility and materials accepted:

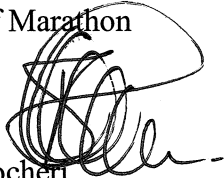
- Household hazardous wastes will be received to the depot from the public;
- Wastes will be contained and storage will be within a building designed specifically for the storage of hazardous wastes;
- Wastes will remain in the designated storage areas for a maximum 12-month period before being transferred to a hazardous waste recycling/disposal location; and
- Wastes to be accepted at the depot will consist of acid corrosive (acids, lead/acid batteries), base corrosive (caustic sod, hydroxides, oven cleaners), flammable (solvents, oil-based paints and adhesives) and toxic (pesticides, herbicides and pharmaceuticals) wastes.

Should you have any concerns or comments, please forward written comments regarding the proposed municipal hazardous waste depot within 15 days to:

Mr. Tesfaye Gebrezhi, P. Eng
Waste Unit Supervisor,
Environmental Assessment and Approvals Branch
Ministry of the Environment
2 St. Clair Ave., W., Toronto, Ontario M4V 1L5

Regards,

Town of Marathon

A handwritten signature in black ink, appearing to read 'Brian Tochen', written over the printed name.

Brian Tochen
CAO/Clerk

BT/jp

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 45
Date: June 15, 2009

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

FROM: Colleen Kappel, Superintendent of Education

SUBJECT: Special Education Board Plan

Background

The Superior-Greenstone District School Board developed its Special Education Plan in 2001 in accordance with provincial standards as outlined in the Ministry of Education policy document, "Standards for School Boards' Special Education Plans (2000)".

In accordance with Regulations 306 and 464/97, the Superior-Greenstone District School Board must review the Special Education Board Plan on an annual basis.

Current Situation

The Special Education Advisory Committee reviewed and approved the Special Education Board Plan on May 14, 2009.

Generally, the following amendments were made to the Special Education Board Plan:

- date changes
- changes to statistical information to include data for the 2008-2009 school year
- changes to incorrect data from previous years.

Administrative Recommendations

That, the Superior-Greenstone DSB receives as information Report No. 45: Special Education Board Plan. – 2009.

That, the Superior-Greenstone DSB approve the Special Education Board Plan – 2009 and forward it to the Ministry of Education for review and approval.

Respectfully submitted by,

Colleen Kappel
Superintendent of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



SPECIAL EDUCATION PLAN

June 2009

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APPENDICES

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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 the Board's Plan for the delivery of special education programs and services. In the 2008-09 school year school boards are not required to conduct a full review of the Board Special Education Plan; however, boards are required to report amendments made to their 2009 Plans.

When a full review is required timelines for consultations, input from stakeholders and the review of special education programs and services will be followed:

September

- an updated version of the plan is available to all stakeholders either at the board office, in each elementary or secondary school, from the SEAC members or on the board's website in the 2009 - 2010 school year
- distribute to Integrated Services for Northern Children and Community Care Access Centre
- the plan can be found on the board website www.sgdsb.on.ca

September – April

- issues, concerns and recommendations that are addressed in regular SEAC meetings and presented at board meetings are identified
- board's written responses to the SEAC recommendations
- information gathered at community forums
- feedback from School Councils

September – April

- new directives from the Ministry of Education from recommendations made to the board during the previous year's special education review (usually received in the fall semester)

March – April

- majority or minority reports to SEAC that develop as a part of the Annual Review of Special Education Programs and Services in preparation for the upcoming school year
- consultations with stakeholders, community organizations, and school councils as part of the Annual Review of Special Education
- an invitation from SEAC will be extended to participate in the review through regional newspaper and newsletter requests

April – May

- from the SEAC recommendations to the Board for approval of any amendments to the board's plan and from recommendations as a result of the annual special education review

May

- from Board approval of the Board Plan and the Annual Special Education Review (two copies of the plan to be sent to the Ministry of Education)
- internal review of the Board Plan by Director, and Special Education Coordinators

June

- Principals to ensure that the amendments to the plan have been made and that the most recent copy of the plan is on file in the school

August

- present amendments to the Board Plan to our Principals

B - SPECIAL EDUCATION PROGRAMS and SERVICES

General Philosophy and Service Delivery Model

The Superior-Greenstone District School Board will provide the best education possible within its means for each of its students. The Board supports a philosophy of integration within the schools provided that it meets the needs of the student and is in accordance with parental wishes.

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

- attention will focus on the capabilities on the student rather than on his/her exceptionality
- education will be provided as close to the student's home as feasible within the schools of the Superior-Greenstone District School Board
- 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 exceptional students 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 Advisory Committee provides input to the budget process to support this delivery model. Professional Development Activities have focused on integration strategies for Educational Assistants and Resource Teachers.

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.

- placement in the regular classroom setting
- placement in the regular classroom setting with resource services to the classroom teacher or student
- placement in the regular classroom setting with the assistance of a special education support person
- placement in the regular classroom setting with resource assistance or resource withdrawal on an as required basis

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

Programs and Services Regardless of Exceptionality

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

- in-school assessments by S.E.R.T personnel
- out-of-school assessments by ISNC (Integrated Services for Northern Children) include speech, language, behaviour, psychological, psychiatric, occupational and physiotherapy, academic assessments
- support for deaf and blind students - Provincial Schools
- support staff for students with documented high needs

Range of Curriculum Modification and Accommodations Offered

Level 1

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

Level 2

The student is *unable* to manage the content and expectations of the grade level in which he/she is placed. However, the student is able to manage some of the content and expectations based on the achievement expectations for a different grade level according to *The Ontario Curriculum, Grades 1-8*. The student's work is modified based on the level at which the student can experience success. (The student's level of achievement has been determined through on-going assessment.) Accommodations are also required.

Level 3

In a few instances, very few of the expectations in *The Ontario Curriculum, Grades 1-8* form the basis of a student's program. For these students, curriculum modification is extensive and is primarily based on skills that have been identified by inter-agency personnel. The student's achievement is almost solely based on the expectations of the IEP. Accommodations for the student may include specialized equipment, learning materials and 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 a very few instances, placement in a **Provincial School** is available for those students who meet the criteria established by the provincial schools.

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

Criteria for Placement

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

Multiple Exceptionalities

Students who have been identified with more than one area of exceptionality are placed in an integrated setting and may or may not receive resource withdrawal. In most instances, the students require curriculum modification, accommodations and additional support in order to be successful at school. For these students, an ISA claim is completed and support personnel made available to assist the student.

Section 27

There are no Section 27 classrooms within the board's jurisdiction.

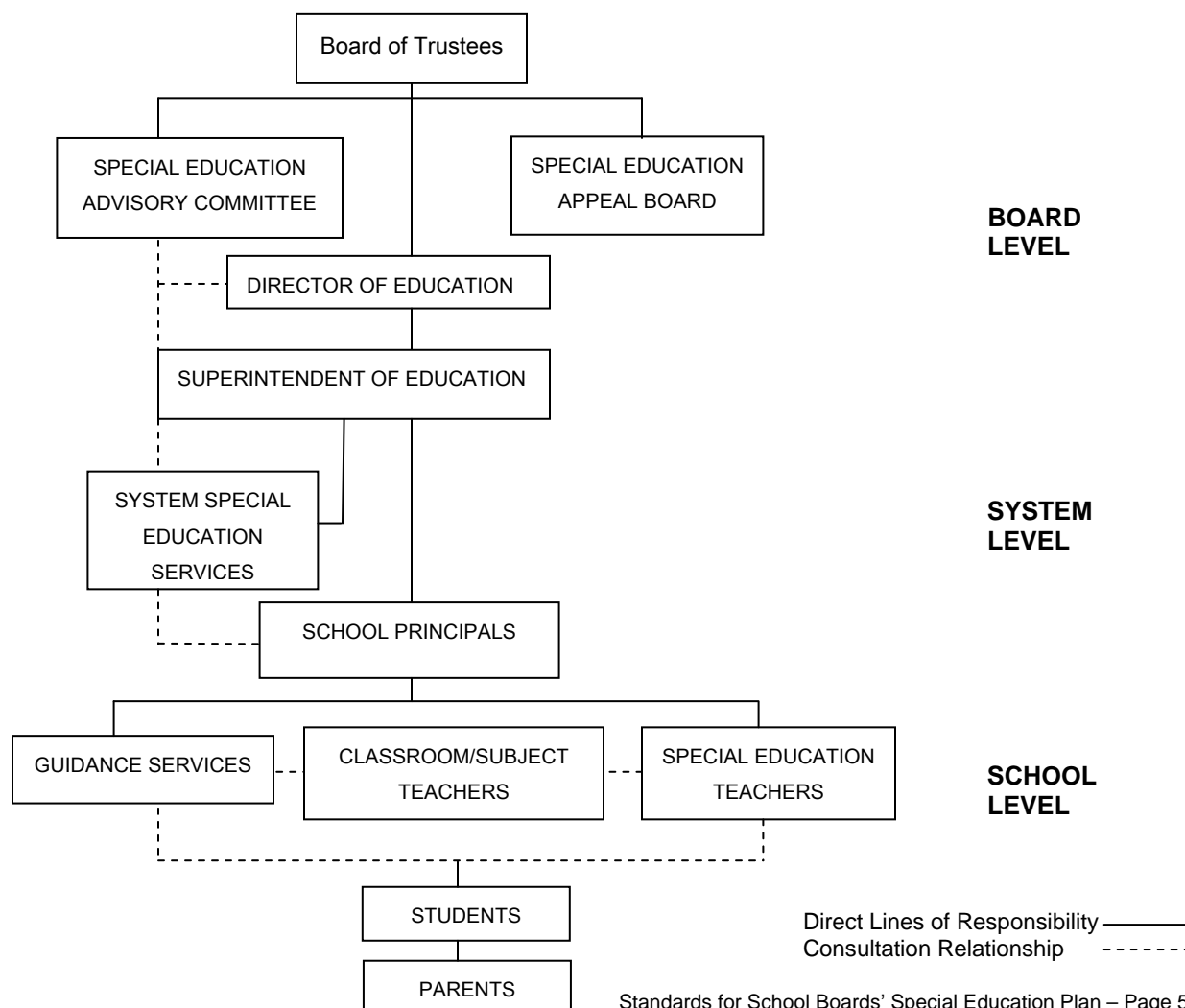
Provincial and Demonstration Schools

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 special schools. These are listed in the Superior-Greystone District School Board Plan Appendix.

C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART

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



D - EARLY IDENTIFICATION PROCEDURES and INTERVENTION STRATEGIES

Philosophy

It is the philosophy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school and is administered by the Junior and Senior Kindergarten teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

Pre-School Screening Initiative

The Superior-Greenstone District School board collaborates with community providers to administer 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 "Fair Start" is aimed at helping to identify those children who may be in need of early identification and on-going assessment in the following developmental areas:

- speech and language
- cognitive abilities
- motor skills
- vision and hearing
- behavioral

Although the program is not presently available for all of the students entering kindergarten within the board's jurisdiction, it is a program that has the support of the board and the schools. In addition, where the program is offered, it is open to all parents of pre-school children, not just those children who are entering kindergarten. However, it is important to note that it is the responsibility of the parent to take their child to the pre-screening and to act upon any recommendations made prior to the child starting school in the fall.

Board Policy

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

In-school Early and On-going Identification Procedures

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

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

Early Identification - Prevention Support by Other Service Providers

In some regions, support for speech therapy, physiotherapy and behavioral counseling is available. These services do not necessarily have to be accessed through a lengthy special education process but can be accessed by schools with the consent of the parent through an out-of-school referral. Often, many of the students who access these services are not formally identified as exceptional students. This referral process may result in a formal IPRC (Identification, Placement and Review Committee)

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

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

- a) referring a student to the Identification, Placement and Review Committee and
- b) the Appeal process to follow should the parents disagree with either the Identification or Placement of their child

Copies of these pamphlets are available from the principal in each school and a sample is contained in the appendix 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
- conference with the parent and/or the student
- conference with the previous classroom teacher
- check for physical conditions - vision, hearing
- collect work samples
- do informal classroom tests and observations
- use a peer helper
- begin an in-class remedial program

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

Identification, Placement and Review Process

Informing Parents

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

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

Gathering Information

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

- the student's Ontario Student Record
- educational assessment(s)

- diagnostic tests
- teacher-created tests
- developmental assessments
- living/vocational skills assessments
- health assessment (vision, speech, hearing)
- psychological assessments
- conferences with previous teachers, the parent(s), the student
- work samples, portfolios, writing sample
- student observation - for learning style, environmental factors behaviour, peer interaction, organizational skills, social skills.

Identification

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

Statement of Needs

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

Recommending Placement

One of the three following placements is available within the schools of the Superior-Greenstone District School Board schools:

1. The student can be placed in the regular classroom with the teacher modifying the curriculum.
2. The student can be placed in the regular classroom with a special education support person if the student has been identified with high needs.
3. The student can be placed in the regular classroom with resource withdrawal assistance provided by the special education resource teacher.

Annual IPRC Review/Interim Reviews

By law, an Identification, Placement and Review Meeting must take place every 12 months. School personnel conduct the review. However, the parent has the option of re-convening the IPRC within 15 days of a review if further clarification or discussion is required.

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

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

Meeting With Parents Prior to Rendering a Decision to the Board

Case conferences take place with the parents prior to the calling of an Identification, Placement and Review meeting. Parents are informed before the IPRC of any testing results that will be presented to the IPRC committee. The parents are asked for input at the IPRC meeting. Parents have up to 15 days to re-convene the IPRC or seek additional information from the school prior to the determination of the committee being sent to the Board.

Communicating the Decision

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

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

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

Parent Guides to IPRC's and Appeals

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

Superior-Greenstone District School Board Statistics

Please refer to Appendix I.

Standards for School Boards' Special Education Plan – Pages 7

F - EDUCATIONAL and OTHER ASSESSMENTS

Educational Assessments

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

- developmental checklists
- analysis of student work
- teacher observations and anecdotal comments
- criterion-referenced tests
- performance tests

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

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

Out-Of-School Referrals - Assessments

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

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

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

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

Parental Consent

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

Other than tests used for educational assessments given by the Special Education Resource Teacher, all other assessments and diagnoses are provided by various support agencies through their employment of qualified professionals. The main support agencies are: Integrated Services for Northern Children, Community Care Access Centers, Lakehead Regional Family Center, George Jeffery Treatment Center, North of Superior Programs, Family Physicians and medical specialists.

Consent For Sharing Information - Protection Of Privacy

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

Parents have the option of:

- a) not sharing the assessment results
- b) sharing only part of the assessment results ; **or**
- c) sharing the entire assessment report with the school

Communication and Diagnosis (per Ministry of Health Regulations)

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

External Assessments

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

Average Waiting List For Assessments

In School Assessments - 2 to 3 weeks

The SERT and Administration staff at their respective schools would manage this.

Out of School Assessments - 6 months to 1 year

This is managed through a partnership with Integrated Services for Northern Children, Private Professionals and System Resource Personal.

Flow Charts

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

F - REFERRAL and ASSESSMENT PROCEDURES

IN-SCHOOL

STEP 1

Parent or school personnel identify a problem:

- school personnel consider alternate teaching strategies, curriculum modification and document efforts to assist the student.

STEP 2

If the problem continues:

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

STEP 3

An educational assessment is completed:

- parent/adult student consent in writing must be obtained.
- non-consent is signed, if assessment is denied.
- assessment findings are completed and summarized according to the S.E.2 format

STEP 4

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

- a case conference is held to go over assessment findings.
- case conference minutes are kept (S.E.3).
- next steps are determined.
- required signatures are obtained if Out-of-School assessments are required (S.E.4).
- non-consent is obtained, if appropriate

OUT-OF-SCHOOL

STEP 1

The referral to out-of-school personnel shall be made by the Principal of the school:

- out-of-school referrals will be completed by school personnel in consultation with the parent/adult student
- written consent of the parent or adult student must be obtained (S.E.4)

STEP 2

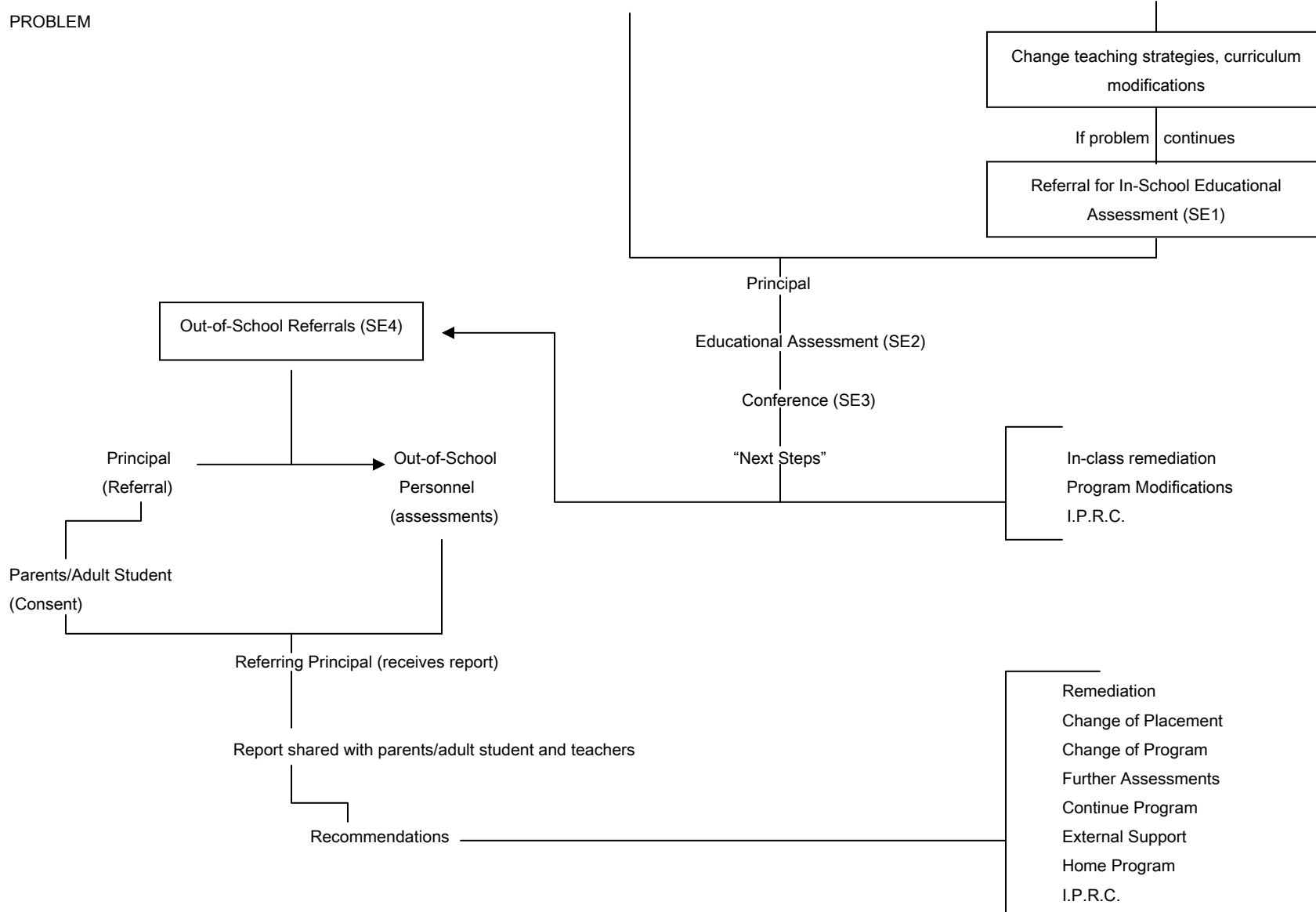
- reports from the out-of-school shall be shared with parents and school personnel in accordance with agency procedures.
- case conference minutes shall be kept and filed in the student's OSR (S.E.3)

IN-SCHOOL REFERRAL and ASSESSMENT PROCEDURES

IDENTIFICATION OF
PROBLEM

PARENT/ADULT STUDENT

SCHOOL PERSONNEL



G - SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Please refer to the Appendix 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.

Standards for School Boards' Special Education Plan – Page 8

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

For a student unable to attend school due to a medical emergency of such a 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.

I – 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:

- a) an inability to build or maintain interpersonal relationships;
- b) excessive fears and anxieties;
- c) a tendency towards compulsive reactions;
- d) 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:

- a) disturbances in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception, speech, and language;
- b) 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:

- a) involve one or more of the form, content, and function of language in communication; and
- b) 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

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural differences; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading);
 - language processing (thinking, conceptualising, integrating),
 - expressive language (talking, spelling, writing)
 - mathematical computations;
- c) may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - dyslexia;
 - developmental aphasia

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 section D of the appendix.*

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J – INDIVIDUAL EDUCATION PLANS (IEP's)

Compliance

The Superior-Greenstone District School Board implemented the provincial IEP template.

Implementation

In order to assist teachers, SERT teachers and principals in the implementation of the new IEP requirements, professional development sessions have been held. An internal audit was conducted in the Spring, 2009. Follow up training sessions to provide teachers, SERT and principals with feedback for improvement continue.

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 Principals;
- b) IEP internal audit;
- c) Follow up training sessions.

Dispute Resolution

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

Resolution at the School Level

The principal will hold a case conference to identify the specific issues and attempt to resolve the issues. Reference to provincial standards for the exceptionality should be considered.

System resource personnel may be asked to attend.

Out-of-school personnel with expertise in the area of the exceptionality will be asked to attend the case conference.

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

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K – 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-Greystone District School Board Special Education Pamphlets.

Statistics with regard to the number of students who are qualified to be resident students of the board who are currently attending Provincial and Demonstration Schools are listed in the Appendix.

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L – SPECIAL EDUCATION STAFF

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

- Teachers for in-class programs
- Special Education Resource Teachers (SERT) provide resource support (in the classroom and withdrawal setting) and facilitate and coordinate programs, assessments and documentation
- Educational Assistants – determined on a yearly basis
- Teacher for the blind

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

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

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

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 Principals Administration Council and through input from the System Special Education Resource Personnel.
- b) System Resource Personnel identify needs based on consultations with other principals, SERT, 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 supervisor and have funds available through school budget lines.

Calendar of Professional Development

A minimum of two full day training sessions are slated for in-service training for principals and/or special education teachers during the school year. The focus of each meeting is determined by:

- a) Ministry directives

OR

- b) system needs. Examples of professional development initiatives include, but are not limited to, the following:
 - familiarization with new Procedures Manual
 - training for Individual Support Amount claims (ISAs)
 - training on new 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, FAS
 - writing needs statements - IPRC's

Classroom teachers may self-identify their special education professional development needs to the school principal. The school principal will try to incorporate in-school needs through:

- a) sessions presented by the Special Education Resource 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 Principal. The Principal 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.

In order to further the professional growth of educational assistants within the Board, a part time Teacher's Aide Certificate Course in conjunction with the local community college (Confederation College) is also being pursued.

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

N – NEW EQUIPMENT

Through an assessment by a qualified professional, the board will determine if a student requires individualized equipment. Where equipment is in excess of \$800.00, the board will apply for an Special Equipment Amount (SEA) grant under the current SEA regulations. The assessment must clearly identify that the device is essential in order for the student to benefit from instruction and/or the disability that this device will help to ameliorate. The SEA application is submitted to the system resource personal for consideration and forwarded to the director for approval.

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

Criteria

Appropriate modification and accommodations to ensure students success.

O – MULTI-YEAR CAPITAL EXPENDITURE PLAN

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.

Consultations take place involving Principals and Board Administration 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 plant (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, that have an element of improved accessibility.

School	Projects
MNPS	Washroom renovations – Senior Area
MRHS	Computer lab and library computer station millwork upgrade
MRHS	Washroom renovations – Shower, Change Rooms, Plumbing
NRDHS	Computer lab computer station millwork upgrade
BEPS	Library/Computer Room millwork and cooling improvements
GCHS	Computer lab renovation and computer station upgrade
GCHS	Washroom Change room renovations, various areas, incl. automatic taps and flush valves

Projects under consideration for upgrade in the future years of the 5 year Capital Plan include:

School	Projects
MRHS	Washroom renovations
LSHS	Family Studies room renovations
NRDHS	Concrete Sidewalk and Step replacement
MMPS	Playground Equipment replacement

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

Special Education Plan by making a written request to the Director of Education at 12 Hemlo Drive, Marathon, Ontario, P0T 2E0.

Members of the public may access copies of the Special Education Plan by making a written request to the Director of Education at 12 Hemlo Drive, Marathon, Ontario, P0T 2E0

P – TRANSPORTATION FOR SPECIAL NEEDS

Special transportation is provided to special needs students as outlined by the IPRC process. The Principal makes contact with the Transportation Officer and outlines the service required. Current Board Policy contains wording, which permits transportation of exceptional students upon approval of the Director.

Students with special needs are accommodated on various transportation systems:

- regular school buses are used to transport students who do not have mobility or control problems, and can safely be transported this way
- handicap buses – wheelchair accessible are used where mobility is an issue
- 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

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.

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

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

REGULATION 464/97 SEPCIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Membership

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

- **1 representative** from each local association that operates locally within the area of the jurisdiction of the Board
 - no more than 12
 - nominated by the local association
 - appointed by the Board

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

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

Alternates

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

Each district school board **may** have:

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

Qualifications for Members and Alternates

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

Term of Office

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

Vacancies

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

Disqualifications

A SEAC member is disqualified if he/she:

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

Duties of Committee

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

Working Conditions

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

Board Responsibilities to the SEAC

The Board shall:

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

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

SEAC – Roles and Responsibilities 2008-2009

During the 2008-2009 school year the Superior Greenstone District School Board's SEAC committee fulfilled its duties as follows.

1. Recommendations to the Board

- approval of Board Plan and Annual Review for June 2009. This plan included budget and staffing for the school year 2009-2010.

2. Participating in Annual Review of Special Education: 2008-2009

- at every meeting, a portion of the agenda is dedicated to reviewing special education as it relates to funding, curriculum, staffing, professional development etc.
- system personnel update SEAC members with regard to Special Education delivery in all schools
- all SEAC members had the opportunity to provide comments, suggestions or revisions to be included in the revised Board Plan for 2008-2009.

3. Development of Board's Annual Budget for Special Education

- a presentation was made by the Superintendent of Business at the November meeting
- Chair of SEAC and Superintendent of Business prepared material for regional presentations to the public
- in June 2009 a review of the budget dollars for 2009-2010 school year will take place

4. Review of Board's Financial Statements

- in May, 2009 a review of the budget dollars for 2009-2010 school year will take place

SEAC is provided with an overview of the projected budget and the previous expenditures to allow for their input with regards to our Special Education Budget. (See table below)

	2008-09 Estimates	2007-08 F/S	2006-07 F/S	2005-06 F/S	2004-05 F/S	2003-04 F/S	2002-03 F/S	2001-02 F/S
SEA	50,000	0	64,276	67,133	0	24,2910	2,921	8,338
High Needs	1,364,163	1,364,163	1,313,635	1,404,000	1,353,000	1,353,000	1,101,000	1,052,908
SEPPA	804,126	834,528	842,446	909,935	953,947	944,404	960,847	957,357
Revenues	2,218,289	2,198,691	2,570,441	2,381,068	2,306,947	2,321,695	2,064,768	2,018,603
Expenditures	2,860,473	2,820,767	3,510,077	3,479,682	3,335,448	3,526,129	2,504,285	2,277.276

5. Involvement in Professional Development Activities

- Various presentations at the SEAC Meetings (i.e. Wesway, presentation from Board resource people)

6. Election of Members

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

7. Other: Regional Presentations

8. Documentation

- a copy of the Board's Special Education Plan 2008-2009 to be posted on the board website June 2009.
- copies of the Financial Statements for Special Education were made available at the May SEAC meeting
- samples of all Board forms have been shared with SEAC members on an ongoing basis

9. Communication

- all SEAC meeting are open to the general public.
- through community meetings hosted by the SEAC members, parents have the opportunity to have their views and issues discussed
- letters are received for SEAC at the Board Office
- when Video Conferencing takes place, the public has the opportunity to attend one of the four sites to participate in the meeting

10. Meetings

- please note, although meetings were regularly scheduled, a number were cancelled due to weather conditions
- due to the change over in SEAC membership, the spring meetings have concentrated on orientation for new members

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

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

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

Because of the staggered entry into kindergarten, the formal IPRC for the student (if one is needed) is usually held early in September.

In addition, for all students, a pre-school screening "Fair Start", coordinated by the child development program, is also held in the spring. Students who are determined to be "at risk" are identified and recommendations made for follow-up in order for the child to receive assistance/attention prior to beginning school in the fall.

B) For Students Arriving from Other Boards or Programs

In most cases, students arrive at the school with their parents or agency representative to enroll at the school. Rarely is prior information received. The principal receives information either verbally or receives photocopies of reports or assessments that may be available from the parent or agency representative. The principal will then discuss the need to receive more information and time to set up supports, transportation or a formal case conference prior to the student officially starting school. 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 SERT teacher review the information in the documentation file. Other persons needing to review the information are identified and the pertinent information is shared.

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 six months to one year (average) to complete.

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

C) For Students Leaving the Board

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

In the secondary panel, the guidance teacher and SERT 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
Community Care Access Centers
Ministry of Community and Social Services
Integrated Services for Northern Children
Ministry of Health
George Jeffery Treatment Center
Lakehead Regional Family Center
Family and Children's Services
Luthern Community Care Centre

S – SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN

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

- copies of the plan are available at the **Board Office** in Marathon (contact the Superintendent of Education)
- a copy can be accessed on the board **website**

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 local communication cable T.V.
- on school posters or displays at Open House or kindergarten registration.
- during School Council meetings and in School Council Minutes
- on individual school websites
- through invitations to stakeholders at community forums

T- Funding Enhancements

OPA Student Assessment Project

The third and final year of the OPA project, which assists boards in addressing the wait times for students from Grades JK-4 and assist in building capacity of all teachers in regular classrooms to support their students with special education needs.

Safe Schools

The goal of the Student Support Leadership initiative is to support school boards and community agencies to form and enhance partnerships to provide non-academic supports that more effectively meet the needs of students in local communities across the province.

Ontario Focused Intervention Partnership

OFIP improvement strategies focus on the implementation of high-yield classroom and instruction and assessment practices that have the most significant impact on student learning. Board are to continue working on closing achievement gaps and providing interventions for specific populations of students who are underperforming.

ABA and Autism

Funding was received to enhance the instructional capacity of school board staff to deliver ABA methods in the classroom, improve information sharing opportunities and create opportunities for hands-on skills-based training.

ROLES and RESPONSIBILITIES in SPECIAL EDUCATION

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

- legislative and policy framework
- funding
- school system management
- programs and curriculum

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

The Ministry of Education

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

The District School Board or School Authority

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

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, as requested

Principal

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

The Teacher

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

Special Education Resource Teacher (S.E.R.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.

The Parent/Guardian

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

The Student

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

Guidance Services - (Secondary Panel)

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

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

Educational Assistant

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

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

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

System Resources

The System Resource Personnel 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
- receive information, from principals, with regard to students who may require ISA funding claims
- assist principals and special education teachers in organizing the delivery of special education programs and services based on established policies and procedures
- attend all initial Identification, Placement and Review Committee meetings and de-identification meetings
- organize system special education meetings for SERT 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

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 and Training
- receiving and disseminating all correspondence from the Ministry of Education and Training
- ensuring that an Annual Review in special education is conducted and that recommendations are prepared for Board approval
- chairing a system I.P.R.C. which requires special consideration
- ensuring compliance with The Education Act and the Regulations made there under
- developing an annual budget in special education with regard to staffing, resources, professional development and transportation
- authorizing, in writing, and in advance, all specialized assessments of individual pupils that will be a cost to the board

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 exceptional students
- allocate necessary funds for the provision of special education programs and services
- establish the Special Education Advisory Committee (S.E.A.C.)
- receive the recommendations from the Special Education Advisory Committee through the director

Identification, Placement and Review Committee Chairperson

The duties of the chairperson shall be:

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

What are the Ministry's Provincial and Demonstration Schools?

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

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

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

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

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

Schools for the deaf:

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

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

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

School for the blind and deaf:

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

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

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

Where can parents obtain additional information?

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

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

Appendix B

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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

APPEALS

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

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

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

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

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

APPEAL PROCESS

How do I appeal an IPRC decision?

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

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

What happens in the appeal process?

The appeal process involves the following steps:

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

SGDSB PROGRAMS

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

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

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

SUPPORT ORGANIZATIONS

What organizations are available to assist parents?

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

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

Provincial organizations:

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

What happens at an IPRC meeting?

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

What will the IPRC consider in making its placement decision?

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

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

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

What will the IPRC written statement of decision include?

The IPRC written statement of decision will state:

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

What happens after the IPRC has made its decision?

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

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

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

What does a review IPRC consider and decide?

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

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

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

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

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

Notes:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



THE PARENTS' GUIDE TO SPECIAL EDUCATION

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

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

What is an IPRC?

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

Initial IPRC is usually comprised of:

- Principal
- System Resource Personnel
- SERT

For IPRC reviews:

- Principal
- SERT
- Classroom teacher

What is the role of the IPRC?

The IPRC will:

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

Who is identified as an exceptional pupil?

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

What is a special education program?

A special education program is an educational program that:

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

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

What are special education services?

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

What is an IEP?

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

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

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

How is an IPRC meeting requested?

The principal of your child’s school:

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

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

May parents attend the IPRC meeting?

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

- To be present at and participate in all committee discussions about your child; and

- To be present when the committee’s identification and placement decision is made.

Who else may attend an IPRC meeting?

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

Who may request that they attend?

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

What information will parents receive about the IPRC meeting?

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

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

What if parents are unable to make the initial meeting?

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

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

SPECIALIZED HEALTH SUPPORT SERVICES

Appendix C

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

Provincial School Contacts

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

**Provincial Schools Branch,
Ministry of Education:**

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

Schools for the Deaf:

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

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

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

School for the Blind and Deaf-Blind:

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

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

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

Provincial Demonstration Schools:

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

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

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

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

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

2008 / 2009 Special Education Advisory Committee (SEAC)

<p><u>Patti Pella</u>, <i>Director of Education</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 232 Fax: 807-229-1471 Email: ppella@sgdsb.on.ca</p>	<p><u>Colleen Kappel</u>, <i>Superintendent of Education</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 232 Fax: 807-229-1471 Email: ckappel@sgdsb.on.ca</p>
<p><u>Valerie Newton</u>, <i>Student Success Coordinator / Assistant to the Superintendent of Education</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 232 Fax: 807-229-1471 Email: vnewton@sgdsb.on.ca</p>	<p><u>Heidi Patterson</u>, <i>System Special Education Resource</i></p> <p>Margaret Twomey Public School P.O. Box 660 – Marathon, ON P0T 2E0 Home: 807-825-1636 Work: 807-229-3050 Fax: 807-229-3034 Email: hpatterson@sgdsb.on.ca</p>
<p><u>Cindy Brown</u>, <i>Trustee</i></p> <p>4 Drake Street – Marathon, ON P0T 2E0 Home: 807-229-2287 Email: cbrown@sgdsb.on.ca</p>	<p><u>Darlene Keenan</u>, <i>Trustee</i></p> <p>P.O. Box 545 - Manitouwadge, ON P0T 2C0 Home: 807-826-3890 Fax: 807-826-1361 Email: dkeenana@sgdsb.on.ca</p>
<p><u>Tina Simmons</u>, <i>Trustee</i></p> <p>P.O. Box 67 - Nipigon, ON P0T 2J0 Home: 807-886-2394 Work: 807-887-2394 Email: tsimmons@sgdsb.on.ca</p>	<p><u>Kathryn Notwell</u>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 490 – Terrace Bay, ON P0T 2W0 Home: 807-825-9221 Fax: 807-825-9155 Email: knotwell@sgdsb.on.ca</p>
<p><u>Jennifer English</u>, <i>Parent Representative and SEAC Chair</i></p> <p>P.O. Box 1396 – Marathon, ON P0T 2E0 Home: 807-229-9557 Work: 807-229-1740, extn 234 Fax: 807-229-1721 Email: jennifer.english@shawcable.com</p>	<p><u>Leslie Souckey</u>, <i>VOICE for Hearing Impaired Children (Marathon) Representative</i></p> <p>P.O. Box 127 – Marathon, ON P0T 2E0 Home: 807-229-3453 Work: 807-229-1340, extn 2226 Fax: 807-229-1999 Email: apsw@marathon.ca</p>
<p><u>Theresa Nelson</u>, <i>Greenstone Social Services Office</i></p> <p>P.O. Box 1537 – Geraldton, ON P0T 1M0 Work: 807-854-2511, extn 31 Fax: 807-854-2389 Email: theresa86@sympatico.ca</p>	<p><u>Jessica Audia</u>, <i>Superior Greenstone Association for Community Living Representative</i></p> <p>P.O. Box 970 – Geraldton, ON P0T 1M0 Work: 807-854-0775 Fax: 807-854-1047 Email: jessica.audia@bellnet.ca</p>

Meetings are held on the last Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by electronic means because of distance. At least two meetings are held face-to-face at the pre-determined Board facilities.

SEAC INVOLVEMENT – ROLES and RESPONSIBILITIES

To make recommendations:

- visitations to regional areas to present ISA funding information, challenges facing the board, and need for recruitment of SEAC members
- approved Special Education Review. This included staffing allocations, new role for the SERT and professional development directions for IEP standards
- approved Superior-Greenstone District School Board Special Education Plan
- all schools advertise SEAC meetings through their monthly newsletters
- the board to become members of the Geneva Center for Autism

To Review Board's Annual Review of Special Education:

- presented and approved at the May 2009 SEAC meeting

To Review and Provide Input Into the Board's Special Education Budget:

- 2008/2009 budget was distributed in May 2009
- 2008/2009 system special education budget was distributed and approved
- Budget information provided for the community presentations

Other:

- reviewed school year calendar
- supported need for Special Initiative to acquire appropriate assessment for SEA
- invited to participate in Professional Development sessions

SPECIAL EDUCATION STAFF

Special Education Staff	Elementary FTEs	Secondary FTEs	Staff Qualifications
1. Teachers of exceptional students			
1.1 Teachers for resource-withdrawal programs	7.9	5.0	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		University Degree, Bachelor of Education and Special Education Specialist.
2.4 Consultants	0		
3. Educational assistants in special education			
3.1 Educational assistants	28.5	24	Two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
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 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			

Appendix H

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD STATISTICS
RE: REFERRALS, NEW IDENTIFICATIONS, IPRC REVIEWS and APPEALS**

SCHOOL YEAR	NEW REFERRALS	NEW IDENTIFICATIONS (Includes students new to SGDSB)	IPRC REVIEWS	APPEALS
2000-2001	102	33	325	0
2001-2002				0
2002-2003				0
2003-2004	95	31	310	0
2004-2005	---	---	---	0
2005-2006	---	---	314	0
2006-2007	---	---	309	0
2007-2008	59	32	224	0
2008-2009	53	63	185	0

Appendix I

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD STATISTICS
RE: STUDENTS ATTENDING ONTARIO PROVINCIAL or DEMONSTRATION SCHOOLS**

SCHOOL YEAR	STUDENTS ATTENDING	PROVINCIAL or DEMONSTRATION SCHOOLS ATTENDED.	TRANSPORTATION ARRANGEMENTS and SUPPORTS
2002-2003	4	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2003-2004	3	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2004-2005	2	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2005-2006	1	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2006-2007	---	---	---
2007-2008	---	---	---
2008-2009	---	---	---

***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD PROFESSIONAL
DEVELOPMENT ALLOCATION***

<i>SCHOOL YEAR</i>	<i>MONETARY AMOUNTS</i>	<i>ACTIVITIES</i>
2002-2003	\$13,000	Transition Document Workshop Autism Workshop via Video Conference Reaching Higher Document Workshop Educational assistant Handbook Workshop Safety in Special Education Workshop
2003-2004	\$13,000	Educational Assistant Workshop Special Education Teachers Workshop Autism Workshop WIAT-II Training for all Special Education Teachers
2004-2005	\$13,000	Special Education Teachers Workshop
2005-2006	\$13,000	Special Education Teachers Workshop
2006-2007	\$250,000 \$84,000 \$13,000	CODE Project Ministry Initiatives - OPA SEA Claims
2007-2008	\$110,000 \$85,000 \$37,700	CODE Project Ministry Initiatives – OPA (Carry Over from 2006-2007) Anti-Violence Bullying Prevention
2008-2009	\$39,370 ~\$5,000 \$110,658 \$136,996 \$28,751 \$6,000+\$5,000 \$30,000 \$4,210 \$2709	Ontario Psychological Society (Final Year) Anti-Violence Bullying Prevention (Final Year of Project) Student Support Leadership Safe Schools Initiative ABA Funding Supports Student Success Initiative (Smartboard Training & Behaviour Management Training) Smartboard Purchases Autism Funding Para-professional Resources

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 46
Date: June 15, 2009

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

FROM: Valerie Newton, Student Success Coordinator

SUBJECT: Special Funding for Native Language and Native Studies Courses

Background:

Funding over and above the funding provided through the Grants for Student Needs has been approved for Native Language and Native Studies courses at the secondary level over the last two school years. Since the 2007-2008 school year, the Superior-Greenstone DSB has offered 16 Native Language and Native Studies courses at its secondary schools.

Current Situation:

All five secondary schools in the board have made Native Studies/Native Language courses an option to their students over the last two school years. During the present school year, ten Native Language and Native Studies courses are being offered across the board's five secondary schools. The initial student course selection results for next school year indicates that there is sufficient student interest to run between eight to ten Native Language and Native Studies courses across the board's five secondary schools in 2009-2010.

Administrative Recommendation:

That, the Superior-Greenstone DSB receives Report No. 46: Special Funding for Native Language and Native Studies courses as presented.

That, the Superior-Greenstone DSB approves the addition of sections to each of the secondary schools when they provide evidence that there is sufficient student enrollment in the Native Studies/Native Language courses to warrant adding a course to their timetable.

Respectfully submitted by:

Valerie Newton
Student Success Coordinator
Assistant to the Superintendent of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 47
Date: June 15, 2009

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

FROM: Bruce Rousseau, Superintendent of Business

SUBJECT: Estimates 2009-2010 (Go to Estimates Support Schedule)

Background

The Ministry of Education's Grants for Student Needs 2009-2010 were released on March 26, 2009. The Ministry of Education announced changes in funding for elementary and secondary education for the coming year. The funding enhancements for peace and progress in education include:

- Funding of the Provincial Framework Agreements
- Develop an internal audit function
- Change the method of allocating the Special Education High Needs Amount (HNA)
- Constrain funding for textbooks, computers professional development and transportation
- Outreach Coordinator component transferred outside of the GSN

Rationale

The Education Act Section 231 requires that every board, before the beginning of each fiscal year prepare and adopt estimates of its revenues and expenditures for the fiscal year. The board in preparing its estimates must ensure that the estimated expenditures do not exceed its estimated revenues. The due date for submission of the Boards' estimates is June 30, 2009. Failure to comply with the above noted deadline will result in the imposition of financial penalties.

Budget Analysis

Initial funding estimates supplied by the Ministry indicated a funding shortfall of approximately \$1,000,000. The management team took on the task of preparing a budget that reflected the needs of the system. The 2009-2010 estimates presented herein comply with the Ministry of Education's enveloping and accountability requirements. As required by the Education Act Section 231(2) the estimated expenditures do not exceed the estimated revenues. The estimates incorporate input from the Special Education Advisory Committee (SEAC), school councils and the trustees of Superior-Greenstone.

Included in this year's budget submission:

- Enrolment estimate is 1,803.5 (Elementary 795.0 and Secondary 1008.5).
- Elementary teaching staff to reflect the plan approved by the Board on April 20, 2009.
- Full day Senior Kindergarten in all elementary schools as of September 2009.
- Secondary teaching staff to reflect the plan approved by the Board on May 19, 2009
- School renewal allocation total \$986,119 of which \$675,000 is directed this year to cover the items outlined in the 5 year capital forecast. The remainder of \$311,119 will be placed in reserves for future needs.
- School Operations has reduced the equivalent of 2.5 full time positions to reflect the small student population.
- School Support has reduced the equivalent of 2.0 full time positions due to the reduced school populations. (1.0 school secretarial, .5 library tech and .5 computer tech)

- Department budgets in area of computers, central services, general administration and plant operations have been reduced.
- Retirement Gratuity payments funded from the reserve set up for this purpose.

The above budget accommodates the needs of the system while leaving the Board in a sound financial position.

Administrative Recommendation

That, the Superior-Greenstone DSB receives Report No. 47: Estimates 2009-2010 as presented.

That, the Superior-Greenstone DSB adopt the Budget Estimates for the 2009-2010 school year as presented.

Respectfully submitted,

Bruce Rousseau
Superintendent of Business

2009 - 2010 School Board Estimates

Certificate of Director of Education

I certify that the estimates shown on the attached schedules are those that were prepared and adopted under the provisions of Section 231 of the Education Act for the period of September 1, 2009 to August 31, 2010.

Superior-Greenstone District School Board

on15 JUNE 2009

16 JUNE 2009	Patti Pella
Date	Signed by Director of Education

Compliance Report

CATEGORIES	Net expenditure	Funding allocation	Provision for reserves (note 1)	Compliant /Non-compliant
Special education	2,619,756	2,232,165	0	COMPLIANT
Administration and Governance	1,640,380	1,682,895	N/A	COMPLIANT

Schedule 3 - Capital Fund - Page 1 - Expenditures

Expenditure Categories (as used in Uniform Code of Accounts)		Land, Buildings & Other TCA's (See Note)	Other Capital	Total Capital Expenditure
CLASSROOM		0.1.1	0.1.2	0.1
Class. Teachers	51	0	0	0
Supply Teachers	52	0	0	0
Teacher Assistants	53	0	0	0
Textbooks/Supplies	55	0	66,776	66,776
Computers	54	0	197,000	197,000
Prof./ParaProf./Tech.	56	0	0	0
Library/Guidance	57	0	0	0
Staff Develop.	58	0	0	0
Department Heads	67	0	0	0
Subtotal		0	263,776	263,776
NON-CLASSROOM				
Principals and VPs	61	0	0	0
School Office	62	0	11,250	11,250
Coord. and Consult.	59	0	0	0
Continuing Ed.	63	0	0	0
ADMINISTRATION				
Trustees	64	0	0	0
Dir./Supv. Officers	65	0	0	0
Board Admin.	66	0	60,310	60,310
TRANSPORTATION				
Pupil Transp.	68	0	0	0
Transp.- Prov. sch.	69	0	0	0
PUPIL ACCOMODATION				
Sch. Oper./Maint.	70	0	0	0
School Renewal	71	0	675,000	675,000
Good Places to Learn	75	2,299,834	0	2,299,834
New Pupil Places, Best Start	72	0	0	0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0
Other Cap./Appr.Debt	73	0	0	0
OTHER				
Other Non-Oper. Exp.	78	0	0	0
TOTAL		2,299,834	1,010,336	3,310,170

Summary of Land, Buildings & Other TCA's by Asset Class (included in Col 0.1.1 above)

	ASSET CLASS	EXCEL SCHEDULE	7 Months Sept/09 to Mar/10	Adjustment to 7 Months	5 Months Apr/10 to Aug/10	12 Months Capital Activity Totals
			Col. 1	Col. 2	Col. 3	Col. 4
1	Buildings (40 Yrs)	Sch 15A	1,149,917.00	n/a	1,149,917.00	2,299,834.00
2	Portables	Sch 15A.1	0.00	n/a	0.00	0.00
3	Buildings (20 Yrs)	Sch 15A.2	0.00	n/a	0.00	0.00
4	Land	Sch 15B	0.00	n/a	0.00	0.00
5	Land Improvements	Sch 15C	0.00	n/a	0.00	0.00
6	Construction in Progress	Sch 15D	0.00	n/a	0.00	0.00
7	Pre-Acquisition & Pre-Construction	Sch 15E	0.00	n/a	0.00	0.00
8	TOTAL		1,149,917.00	n/a	1,149,917.00	2,299,834.00

NOTE:

The total of Col 0.1.1 (Land, Buildings and Other TCA's) must equal line 8, Col. 4 (12 Months Capital Activity Totals). Boards are only to report investments in OWNED land, buildings and other TCAs in Col 0.1.1.

Investments in leased assets are to be reported in Col 0.1.2.

Schedule 3 - Capital Fund - Expenditures and Financing

Expenditure Categories (as used in Uniform Code of Accounts)		Total Capital Expenditures	Capital Fund Revenues	Transfer from Operating Fund	Transfer (to) Operating Fund		Transfer from (to) Internally Restricted Reserves	Transfer from (to) School Activities Fund	Long-term Financing	Change
		01	02	03	04		05	06	07	08
CLASSROOM										
Class. Teachers	51	0	0	0	0	51	0	0	0	0
Supply Teachers	52	0	0	0	0	52	0	0	0	0
Teacher Assistants	53	0	0	0	0	53	0	0	0	0
Textbooks/Supplies	55	66,776	0	66,776	0	55	0	0	0	0
Computers	54	197,000	0	197,000	0	54	0	0	0	0
Prof./ParaProf./Tech.	56	0	0	0	0	56	0	0	0	0
Library/Guidance	57	0	0	0	0	57	0	0	0	0
Staff Develop.	58	0	0	0	0	58	0	0	0	0
Department Heads	67	0	0	0	0	67	0	0	0	0
Subtotal		263,776	0	263,776	0		0	0	0	0
NON-CLASSROOM										
Principals and VPs	61	0	0	0	0	61	0	0	0	0
School Office	62	11,250	0	11,250	0	62	0	0	0	0
Coord. and Consult.	59	0	0	0	0	59	0	0	0	0
Continuing Ed.	63	0	0	0	0	63	0	0	0	0
ADMINISTRATION		01	02	03	04		05	06	07	
Trustees	64	0	0	0	0	64	0	0	0	0
Dir./Supv. Officers	65	0	0	0	0	65	0	0	0	0
Board Admin.	66	60,310	0	60,310	0	66	0	0	0	0
TRANSPORTATION										
Pupil Transp.	68	0	0	0	0	68	0	0	0	0
Transp.- Prov. sch.	69	0	0	0	0	69	0	0	0	0
PUPIL ACCOMODATION										
Sch. Oper./Maint.	70	0	0	0	0	70	0	0	0	0
School Renewal	71	675,000	0	675,000	0	71	0	0	0	0
Good Places to Learn	75	2,299,834	0	0	0	75	0	0	0	2,299,834
New Pupil Places, Best Start	72	0	0	124,727	0	72	0	0	0	-124,727
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0	0	76	0	0	0	0
Other Cap./Appr.Debt	73	0	0	0	0	73	0	0	0	0
OTHER										
Other Non-Oper. Exp.	78	0	0	0	0	78	0	0	0	0
TOTAL		3,310,170	0	1,135,063	0		0	0	0	2,175,107

Schedule 9 - Operating Fund - Revenues			
1	FEES		
1.1	Government of Canada - Day School	2,541,280	
1.2	Boards outside Ontario	0	
1.3	Individuals - Day School, Ontario Residents	0	
1.4	Individuals - Day School, Other	0	
1.5	Individuals - Continuing Education	0	
1.6	Total Fees		2,541,280
2	TRANSPORTATION RECOVERIES		
2.1	Other School Boards	681,000	
2.2	Government of Canada	0	
2.3	Other Sources	0	
2.4	Total Transportation Recoveries		681,000
3	RENTAL REVENUE		
3.1	Instructional accomm/ schools - Other Boards	0	
3.2	Instructional accomm/ schools - Other	0	
3.3	Non-instructional accomm - Other Boards	75,000	
3.4	Non-instructional accomm - Other	0	
3.5	Community use	0	
3.6	Other	130,000	
3.7	Total Rental Revenue		205,000
4	SALES OF PROPERTIES AND INSURANCE PROCEEDS:		
4.1	Sale of furniture and equipment	0	
4.2	Sale of pupil transport vehicles	0	
4.3	Insurance proceeds re: capital appurtenances	0	
4.4	Other capital recoveries	0	
4.5	Total Sales of Properties and Insurance Proceeds		0
5	OTHER REVENUE		
5.1	Government of Ontario - Non grant payment	0	
5.2	Government of Canada - Other e.g.LINC	204,600	
5.3	Other school boards	0	
5.4	Insurance proceeds other than capital appurtenances	0	
5.5	Cafeteria income	0	
5.6	Interest income	0	
5.7	Interest on Sinking Fund Assets	0	
5.8	Donations - to be applied to Classroom Expenditures	0	
5.9	Donations - Other	0	
	Specify other revenues:		
5.10	Salary Recovey	295,000	
5.11		0	
5.12		0	
5.13		0	
5.14		0	
5.15		0	
5.16		0	
5.17		0	
5.18		0	
5.19	Total Other Revenue		499,600
6	LOCAL TAXATION		
6.1	Tax revenue from municipalities	4,186,760	
6.2	Tax revenue from unorganized territories	0	
6.3	Tax Revenue Adjustment for 2009 Calendar year	0	
6.3.1	Tax supplementary and tax write-offs adjustment - accrual re. 2010 amounts	0	
6.4	Total Local Taxation		4,186,760
7	GOVERNMENT OF ONTARIO - Legislative Grants		
7.1	Legislative grants - current year	25,945,790	
7.2	Plus: Amounts from deferred revenue - reserves for legislative grants	675,000	
7.3	Less: Amounts to deferred revenue - reserves for legislative grants	1,110,846	
7.4	Total Legislative Grant Revenue		25,509,944
8	OTHER OPERATING AND CAPITAL GRANTS		
8.1	Other Grants - Ministry of Education		
8.1.1	Grants in aid of education research	0	

8.1.2	Literacy and Basic Skills	0	
8.1.3	Tutors in the Classroom	0	
8.1.4	Textbooks / Early years learning materials	0	
8.1.5	Teacher Training	0	
8.1.6	Managing Information for Student Achievement (MISA)	0	
8.1.7	Transportation	0	
	Specify other grants for operating:		
8.1.11	OFIP and OFIP Tutoring, Safe schools, Autism	108,183	
8.1.12	Schools Helping Schools, Library & Books, Diff Instruction	92,734	
8.1.13	Math/Literacy, Healthy schools	37,024	
8.1.14	Student Success and Cross Panel Teams	6,606	
8.1.15	School Effectiveness	161,982	
8.1.16	Outreach Coordinator, MISA	81,538	
	Other Capital Expenditure Grants(specify):		
8.1.17		0	
8.1.18		0	
8.1.19	Subtotal - EDU Other Grants	488,067	
8.2	Grants from Other Ministries		
8.2.1	Provincial employment assistance programs	0	
8.2.2	Ministry of Citizenship & Immigration - Citizenship/Adult ESL/FSL	0	
8.2.3	TCU Grant: Literacy and Basic Skills	0	
8.2.4	TCU Grant: OYAP	82,976	
8.2.5	TCU Grant: Ontario Employment Benefits and Support Measures (EBSM), formerly LDMA	0	
	Specify other grants from other ministries:		
8.2.6		0	
8.2.7		0	
8.2.8	Subtotal - Grants from Other Ministries	82,976	
8.3	Other Grants - Non-GREs (specify):		
8.3.1		0	
8.3.2		0	
8.3.3	Subtotal - Other Grants (Non-GRE)	0	
9	Grant accrual re. 2010 accrued tax adjustment	0	
10	Prior years' grant adjustments (specify):		
10.1		0	
10.2		0	
10.3	Subtotal - Grant Adjustments	0	
10.4	Total Other Operating and Capital Grants and Prior Year Adjustments <i>...(Item 8.1.19 + Item 8.2.8 + Item 8.3.3 + Item 10.3)</i>		571,043
11	TOTAL REVENUE		34,194,627
	SURPLUS/DEFICIT - OPERATING FUND BALANCE CALCULATION		
12	Opening Accumulated Surplus/(Deficit) - Operating Fund Balance		0
12.1	Plus: Operating Fund Revenue		34,194,627
12.2	Less: Adjusted Expenditures for Compliance		33,059,564
12.3	Plus: Transfers from (to) Capital Fund		-1,135,063
12.4	Plus: Transfers from (to) Reserves Fund		0
12.5	Plus: Transfers from (to) School Activities Fund		0
12.6	In-Year Surplus/(Deficit) - Change in Operating Fund		-1
12.7	Closing Accumulated Surplus/(Deficit) - Operating Fund Balance		-1

Schedule 10 - Operating Fund - Expenditures - Page 1

Expenditures Categories		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Rep. Furn. and Equip.
CLASSROOM		02	03	04	05	06
Class. Teachers	51	12,784,315	1,886,200		19,700	
Supply Teachers	52	558,000	44,740			
Teacher Assistants	53	1,639,438	455,147			
Textbooks/Supplies	55				623,402	0
Computers	54				300	84,000
Prof./ParaProf./Tech.	56	494,838	100,636		336,650	17,900
Library/Guidance	57	854,476	182,638		8,000	
Staff Develop.	58	53,500	3,034	359,959		
Department Heads	67	0	0			
Subtotal		16,384,567	2,672,395	359,959	988,052	101,900
NON_CLASSROOM						
Principals and VPs	61	1,509,871	139,115	18,600	22,190	
School Office	62	894,312	218,814	10,600	107,200	0
Coord. and Consult.	59	372,728	27,953		51,544	0
Continuing Ed.	63	0	0	0	0	0
ADMINISTRATION		02	03	04	05	06
Trustees	64	72,546	5,163	28,000	19,000	
Dir./Supv. Officers	65	432,404	46,553	5,500	30,100	
Board Admin.	66	686,095	152,072	12,850	189,945	0
TRANSPORTATION						
Pupil Transp.	68	0	0	0	0	0
Transp.- Prov. sch.	69	0	0	0	0	0
PUPIL ACCOMMODATION						
Sch. Oper./Maint.	70	2,188,912	473,022	40,000	1,546,451	0
School Renewal	71					
Good Places to Learn	75					
New Pupil Places, Best Start	72					
Growth Schools, PCS, Cap. Trans. Adj., PTR	76					
Other Cap./Appr.Debt	73					
OTHER						
Other Non-Oper. Exp.	78	0	0	0	0	
Contingency fund / Unallocated expenditures	81					
Year End Savings	82					
TOTAL EXPENDITURE	90	22,541,435	3,735,087	475,509	2,954,482	101,900
		02	03	04	05	06

Schedule 10 - Operating Fund - Expenditures - Page 2

Expenditures Categories		Interest Charges on Long Term Debt	Rental Expenditure	Fees & Contract. Serv.	Other	Transfer to Other Boards	Total Operating Expenditures
CLASSROOM		07	08	09	10	11	12
Class.Teachers	51		0	0			14,690,215
Supply Teachers	52						602,740
Teacher Assistants	53						2,094,585
Texts./Supplies	55		32,292	32,200	3,820		691,714
Computers	54	0	0	101,769			186,069
Prof/ParaProf/Tech.	56		0	6,500	0		956,524
Library/Guidance	57			0	0		1,045,114
Staff Develop.	58				0		416,493
Department Heads	67						0
Subtotal		0	32,292	140,469	3,820		20,683,454
NON_CLASSROOM							
Principals and VPs	61				0		1,689,776
School Office	62	0	22,662	49,924		0	1,303,512
Coord. and Consult.	59		0	0	0	0	452,225
Continuing Ed.	63		0	0	0	0	0
ADMINISTRATION		07	08	09	10	11	12
Trustees	64				17,000		141,709
Dir./Supv. Officers	65				0	5,000	519,557
Board Admin.	66	0	0	41,635	206,294	55,100	1,343,991
TRANSPORTATION							
Pupil Transp.	68	0	0	0	2,344,000	0	2,344,000
Transp. - Prov. sch.	69		0	0	0	0	0
PUPIL ACCOMMODATION							
Sch. Oper./Maint.	70	0	0	30,394	246,065		4,524,844
School Renewal	71	0		0	0		0
Good Places to Learn	75	168,182					168,182
New Pupil Places, Best Start	72	0	0	0	0		0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0	0		0
Other Cap./Appr.Debt	73	0			0		0
OTHER							
Other Non-Oper. Exp.	78				0	128,014	128,014
Contingency fund / Unallocated expenditures							116,453
Year end savings	82						0
TOTAL EXPENDITURE	90	168,182	54,954	262,422	2,817,179	188,114	33,415,717
		07	08	09	10	11	12

Schedule 10ADJ - Operating Fund - Adjustments for Compliance Purposes

Expenditure Categories		Plus: Principal Payments & Increase in Sinking Funds on Long Term Debt	Less: Increase(Decrease) Unfunded Liabilities - Interest Accrued	Less: Increase(Decrease) Unfunded Liabilities - Vacation Accrued	Less: Increase(Decrease) Unfunded Liabilities - Employee Benefits	Less: Increase (Decrease) in Non- Financial Assets	Total Adjustments
CLASSROOM		13	14	15	16	17	18
Classroom Teachers	51	0	0	0	378,607	0	-378,607
Occasional / Supply Teachers	52	0	0	0	0	0	0
Teacher Assistants	53	0	0	-6,005	5,722	0	283
Textbooks, Learning Materials & Classroom supplies & Equipment	55	0	0	0	0	0	0
Classroom Computers	54	0	0	0	0	0	0
Professionals, Paraprofessionals and Technicians	56	0	0	3,427	1,541	0	-4,968
Library & Guidance	57	0	0	212	12,669	0	-12,881
Staff Development	58	0	0	0	0	0	0
Department Heads	67	0	0	0	0	0	0
Sub-total		0	0	-2,366	398,539	0	-396,173
NON-CLASSROOM							
Principals & Vice-Principals	61	0	0	0	4,857	0	-4,857
School Office - Secretarial & Supplies	62	0	0	-1,736	2,785	0	-1,049
Coordinators & Consultants	59	0	0	4,787	1,038	0	-5,825
Continuing Education, Summer School & International Language	63	0	0	0	0	0	0
ADMINISTRATION		13	14	15	16	17	18
Trustees	64	0	0	0	0	0	0
Directors & Supervisory Officers	65	0	0	-2,392	1,280	0	1,112
Board Administration including non-instructional operations, maintenance and capital	66	82,802	16,250	1,701	2,035	0	62,816
TRANSPORTATION							
Pupil Transportation (excl. transportation to/from provincial schools)	68	0	0	0	0	0	0
Transportation to/from provincial schools	69	0	0	0	0	0	0
PUPIL ACCOMMODATION							
Operations & Maintenance - Schools	70	0	0	5,619	6,558	0	-12,177
School Renewal	71	0	0	0	0	0	0
Good Places to Learn	75	0	0	0			0
New Pupil Places, Best Start	72	0	0	0	0	0	0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0	0	0	0
Other Capital and Approved Debt	73	0	0	0	0	0	0
OTHER							
Other - Non-Operating Expenditure	78	0	0	0	0	0	0
Contingency fund / Unallocated expenditures	81						
Year end savings	82						
TOTAL EXPENDITURE	90	82,802	16,250	5,613	417,092	0	-356,153

Schedule 10ADJ - Operating Fund - Adjusted Expenditures for Compliance

Expenditure Categories (as used in Uniform Code of Accounts)		Total Operating Expenditures	Total Adjustments	Adjusted Expenditures for Compliance
CLASSROOM		12	18	19
Classroom Teachers	51	14,690,215	-378,607	14,311,608
Occasional / Supply Teachers	52	602,740	0	602,740
Teacher Assistants	53	2,094,585	283	2,094,868
Textbooks, Learning Materials & Classroom supplies & Equipment	55	691,714	0	691,714
Classroom Computers	54	186,069	0	186,069
Professionals, Paraprofessionals and Technicians	56	956,524	-4,968	951,556
Library & Guidance	57	1,045,114	-12,881	1,032,233
Staff Development	58	416,493	0	416,493
Department Heads	67	0	0	0
Sub-total		20,683,454	-396,173	20,287,281
NON-CLASSROOM				
Principals & Vice-Principals	61	1,689,776	-4,857	1,684,919
School Office - Secretarial & Supplies	62	1,303,512	-1,049	1,302,463
Coordinators & Consultants	59	452,225	-5,825	446,400
Continuing Education, Summer School & International Language	63	0	0	0
ADMINISTRATION		12	18	19
Trustees	64	141,709	0	141,709
Directors & Supervisory Officers	65	519,557	1,112	520,669
Board Administration including non-instructional operations, maintenance and capital	66	1,343,991	62,816	1,406,807
TRANSPORTATION				
Pupil Transportation (excl. transportation to/from provincial schools)	68	2,344,000	0	2,344,000
Transportation to/from provincial schools	69	0	0	0
PUPIL ACCOMMODATION				
Operations & Maintenance - Schools	70	4,524,844	-12,177	4,512,667
School Renewal	71	0	0	0
Good Places to Learn	75	168,182	0	168,182
New Pupil Places, Best Start	72	0	0	0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0
Other Capital and Approved Debt	73	0	0	0
OTHER				
Other - Non-Operating Expenditure	78	128,014	0	128,014
Contingency fund / Unallocated expenditures	81	116,453		116,453
Year end savings	82	0		0
TOTAL EXPENDITURE	90	33,415,717	-356,153	33,059,564

**Schedule 13 - Day School Enrolment
Pupils of the Board**

	OCTOBER 31					
	Elementary	Number of full-time pupils	Number of half-time pupils	Number of part-time pupils	FTE of part-time pupils	FTE
1.1	Junior Kindergarten (JK)	49	0	0	0.00	24.50
1.2	Kindergarten (SK)	67	0	0	0.00	33.50
1.3	Grades 1 to 3	223		0	0.00	223.00
1.4	Grades 4 to 8	493		0	0.00	493.00
1.5	Total Elementary	832	0	0	0.00	774.00
	Secondary					
1.6	Grades 9 to 12 (under 21 years)	862		69	30.50	892.50
1.7	Grades 9 to 12 (21 years and over)	1		5	1.75	2.75
	MARCH 31					
	Elementary	Number of full-time pupils	Number of half-time pupils	Number of part-time pupils	FTE of part-time pupils	FTE
1.8	Junior Kindergarten (JK)	49	0	0	0.00	24.50
1.9	Kindergarten (SK)	67	0	0	0.00	33.50
1.10	Grades 1 to 3	223		0	0.00	223.00
1.11	Grades 4 to 8	493		0	0.00	493.00
1.12	Total Elementary	832	0	0	0.00	774.00
	Secondary					
1.13	Grades 9 to 12 (under 21 years)	825		75	31.00	856.00
1.14	Grades 9 to 12 (21 years and over)	1		5	1.75	2.75

Schedule 13 - Day School Enrolment**Other Pupils**

	OCTOBER 31					
		Number of full-time pupils	Number of half-time pupils	Number of part-time pupils	FTE of part-time pupils	FTE
	<u>Elementary</u>					
2.1	Gov. of Canada	18	6	0	0.00	
2.2	Visa	0	0	0	0.00	
2.3	Other	0	0	0	0.00	
2.4	Total Elementary	18	6	0	0.00	21.00
	<u>Secondary</u>					
	<i>Pupils less than 21</i>					
2.5	Gov. of Canada	128		7	3.50	131.50
2.6	Visa	0		0	0.00	0.00
2.7	Other	0		0	0.00	0.00
	<i>Pupils 21 years and over</i>					
2.8	Gov. of Canada	0		0	0.00	0.00
2.9	Visa	0		0	0.00	0.00
2.10	Other	0		0	0.00	0.00
	MARCH 31					
		Number of full-time pupils	Number of half-time pupils	Number of part-time pupils	FTE of part-time pupils	FTE
	<u>Elementary</u>					
2.11	Gov. of Canada	18	6	0	0.00	
2.12	Visa	0	0	0	0.00	
2.13	Other	0	0	0	0.00	
2.14	Total Elementary	18	6	0	0.00	21.00
	<u>Secondary</u>					
	<i>Pupils less than 21</i>					
2.15	Gov. of Canada	128		7	3.50	131.50
2.16	Visa	0		0	0.00	0.00
2.17	Other	0		0	0.00	0.00
	<i>Pupils 21 years and over</i>					
2.18	Gov. of Canada	0		0	0.00	0.00
2.19	Visa	0		0	0.00	0.00
2.20	Other	0		0	0.00	0.00

3 Schedule 13 - Day School Enrolment				
Average Daily Enrolment		Pupils of the board	Other pupils	Total
<u>Elementary</u>				
3.1	Junior Kindergarten	24.50		
3.2	Kindergarten	33.50		
3.3	Grades 1 to 3	223.00		
3.4	Grades 4 to 8	493.00		
3.5	Elementary Day School	774.00	21.00	795.00
<u>Secondary - pupils less than 21 years</u>				
3.6	Secondary Day School - Grade 9 to 12	874.25	131.50	1,005.75
3.7	Independent Study	0.00	0.00	0.00
3.8	Total Secondary Day School	874.25	131.50	1,005.75
3.9	Total Day School	1,648.25	152.50	1,800.75
<u>Secondary - pupils 21 years and over</u>				
3.10	Secondary Day School - Grade 9 to 12	2.76	0.00	2.76
3.11	Independent Study	0.00	0.00	0.00
3.12	Total Adult Day School	2.76	0.00	2.76

Section 1 - Summary of Allocation

1.1	Pupil Foundation	7,951,843
1.1.1	Primary Class Size Allocation	235,790
1.1.2	School Foundation	2,572,688
1.2	Special Education	2,232,165
1.3	Language	157,033
1.4	Learning Resources for Distant Schools and Outlying (Supported) Schools	3,325,243
1.5	Remote and Rural	1,994,637
1.5.1	Rural and Small Community Allocation	34,696
1.6	Learning Opportunity	717,794
1.7	Adult Education, Continuing Education and Summer School (including international languages and PLAR)	8,749
1.8	Cost Adjustment and Teacher Qualification and Experience	1,002,661
1.8.1	New Teacher Induction Program (NTIP)	64,544
1.9	Transportation	1,722,145
1.10	Administration and Governance	1,669,159
1.11	School Operations	3,950,830
1.11.1	Community use of schools	57,649
1.12	Declining Enrolment Adjustment	475,972
1.13	Program Enhancement	144,750
1.14	First Nation, Métis and Inuit Education Supplemental Allocation	239,455
1.15	Safe Schools	78,903
1.16	TOTAL: OPERATING <i>.....(Sum of items 1.1 to 1.15)</i>	28,636,706
1.17	School Renewal	986,119
1.18	Good Places to Learn	256,984
1.19	New Pupil Places	0
1.20	Growth Schools	0
1.21	Pupil Accommodation Allocation - Primary Class Size Reduction	0
1.22	Best Start Allocation	0
1.23	Prohibitive to repair allocation	0
1.24	Capital Transitional Adjustment Allocation	0
1.25	Outstanding Capital Commitments	124,727
1.26	Debt Charges	0
1.27	Permanent Financing of NPF	128,014
1.28	Total allocations before adjustment to entitlement for non-compliance with Provincial Framework Agreements (PFA)	30,132,550
1.29	Less: Adjustment to entitlement for non-compliance with Provincial Framework Agreements (PFA) requirements	0
1.30	TOTAL ALLOCATIONS	30,132,550
	Deduct:	
1.40	Tax Revenue net of election costs <i>.....(Section 14, item 14.3)</i>	4,186,760
1.40.1	Tax revenue adjustment for 2009 Calendar Year variance (Schedule 11A, item 11A.4) (Note)	0
1.41	Individuals - Day School, Ontario Residents	0
	Savings from strike or lock-out:	
1.45	Salaries, wages and employee benefits that are not payable as a result of employees withholding their services or a lockout.	0
1.46	Expenditure approved by the Minister that is attributed to the withholding of services by employees or a lockout.	0
1.47	Net Savings <i>.....(Item 1.45 less item 1.46)</i>	0
1.50	Total Legislative Grant <i>.....(Item 1.30 less (sum of Items, 1.40, 1.40.1, 1.41 and 1.47))</i>	25,945,790
	Ministry adjustment (for ministry use only)	
1.51	Permanent Financing of NPF	-128,014
1.52	Primary Class Size Reduction	0
1.53	OFA Loans	-250,984
1.54		0
1.55	Total Ministry adjustment <i>.....Item 1.51 + 1.52 + 1.53 + 1.54</i>	-378,998
1.60	Base for Grant Advances <i>.....(Item 1.50 + Item 1.55)</i>	25,566,792

Note: The tax revenue adjustment is only applicable for financial statements

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 48
Date: June 15, 2009

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

FROM: Cathy Tsubouchi, Manager of Accounting Services

SUBJECT: Internal Audit Report for 2009

Background

Our Annual Audit Plan was approved by the Board in January 2009. Under that plan, the following schools were visited: Lake Superior High, Terrace Bay Public and Schreiber Public.

Cathy Tsubouchi completed the cash handling, inventory and purchasing audits and Bruce Rousseau completed the enrolment audit. The audits were conducted during May and June. Our findings are summarized in the following section. The findings of the review have been shared with the Principals and Managers who were involved in this year's audit.

Bruce and I would like to thank all those involved in the audits for their assistance.

In addition to our findings this year, I have included that status of recommendations from last year's Internal Audit Report in Appendix A.

Findings

Enrolment:

The enrolment records examined during the audit are being maintained in accordance with the Ministry of Education's regulations.

Cash Handling

Controls for distribution of Petty Cash funds were in place at Terrace Bay Public and Lake Superior High. At Schreiber Public School, the petty cash fund was not balanced at the time of the audit. A receipt was included in the petty cash box for which the cash had not been given out. Vouchers were not being used to support the distribution of cash.

Petty Cash vouchers should be used and signed by both the individual receiving the money and the individual distributing the money in order to track funds. Vouchers should be stored where they are readily accessible.

It is recommended that amounts distributed from Petty Cash should be supported by a Petty Cash Voucher and that vouchers be initialed by individuals giving and receiving the money.

School Cash fund bank reconciliations were being reviewed by Site Administrators.

Inventory

There were two situations where the incorrect information had been listed on the inventory. Assets had been recorded; however, there was an error in the model of an item at Terrace Bay Public and a typographical error in the quantity of an item at Lake Superior High.

Schreiber Public was not using the disposal list form as assets were removed from service during the year.

It is recommended that before items are taken out of service that they be listed on an appropriate Disposal List form and that the form be signed and dated by the principal or appropriate manager and kept on file per the Board's retention policy.

Purchasing

Lake Superior High and Schreiber Public schools are using purchase orders for small purchases. At Terrace Bay Public, purchase orders were not always being used for small local purchases. This was often the case when an individual was uncertain as to what was available for pick up at the local store. This contravenes section 3 of the Board's purchasing policy (#303) which states that "purchases made in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval shall be considered an obligation of the individual and not an obligation of the Board." Purchases orders must be used for all local purchases and only the following exemptions have been approved by the Superintendent of Business: utilities, groceries, catering, hotels and purchases with petty cash funds.

It is recommended that purchase orders be used for all purchases.

It is recommended that when there is uncertainty as to the dollar value of the purchase, the purchase order should be issued for the purchase not to exceed a certain amount.

In some cases at Schreiber Public school, attachments such as book lists were not always attached as backup to the purchase order.

It is recommended that when the details on the purchase order are summarized by "as per attached list" that the attached list forms part of the purchase order and should be retained with the purchase order.

When required, schools were completing the Summary of Quotation form and also filing it with their copy of the purchase order.

Audit Recommendations

It is recommended that amounts distributed from Petty Cash should be supported by a Petty Cash Voucher and that vouchers be initialed by individuals giving and receiving the money.

It is recommended that before items are taken out of service that they be listed on an appropriate Disposal List form and that the form be signed and dated by the principal or appropriate manager and kept on file per the Board's retention policy.

It is recommended that purchase orders be used for all purchases.

It is recommended that when there is uncertainty as to the dollar value of the purchase, the purchase order should be issued for the purchase not to exceed a certain amount.

It is recommended that when the details on the purchase order are summarized by "as per attached list" that the attached list forms part of the purchase order and should be retained with the purchase order.

Board Recommendations

That, the Superior-Greenstone DSB receives Report No. 48: Internal Audit for 2009 as presented.

That, the Superior-Greenstone DSB accept the 2009 Internal Audit recommendations as presented.

Respectfully submitted,

Cathy Tsubouchi
Manager of Accounting Services

Bruce Rousseau
Superintendent of Business

APPENDIX A

STATUS OF RECOMMENDATIONS FROM THE 2008 INTERNAL AUDIT REPORT

It is recommended that before items are taken out of service that they be listed on an appropriate Disposal List form and that the form is signed and dated by the principal or appropriate manager and kept on file per the Board's retention policy.

STATUS:

Refer to Purchasing section of report.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 49

Date: June 15, 2009

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

FROM: Cathy Tsubouchi

SUBJECT: Disbursements Report for May 2009

Background

In June 2008, the Board approved the 2008/2009 Budget of \$35,662,383.

2008/2009 Original Budget	\$35,662,383
Various Additional Grants	1,016,436
Adjusted 2008/2009 Budget	\$36,678,819

Based on the above, average spending for each month should be approximately \$3,044,000. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

Current Situation

Total disbursements in the form of cheques written and payrolls for May 2009 were \$2,184,738.76. Our spending for the month exceeds the average for the following reasons:

Total Disbursements for the period	\$2,184,738.76
ADD unusual items for the month:	
May Great West Life paid in June	164,000.00
May Receiver General paid in June	<u>303,000.00</u>
Adjusted Total	\$ 2,651,738.76

With the adjustment for unusual items that carried over into the next month, monthly spending for May is still below average.

The details of cheques issued during the month have been submitted to Jim Turner, Chair of the Business Committee for review.

Administrative Recommendations

That Superior-Greenstone DSB Board receives Report No. 49: Disbursements for May 2009 as presented for information.

Respectfully submitted,
Cathy Tsubouchi
Manager of Accounting Services

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 50
Date: June 15, 2009

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

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – June 15th, 2009

That, the Superior-Greenstone DSB receives as information Report No. 50: Personnel, dated June 15, 2009.

I TEACHING STAFF

1. **CHANGES IN ASSIGNMENT**

Please contact the Human Resource department for all personnel inquiries.

2. **LEAVE OF ABSENCE**

3. **RESIGNATIONS**

4. **OTHER**

II SUPPORT STAFF

1. **LEAVE OF ABSENCE**

Barbara Draper
Coordinator of Human Resource Services
Reference: Regular Board Meeting June 15, 2009



Support Ontario, Buy Local

homegrownontario.ca

39 William St., Elmira, Ontario, N3B 1P3 Phone: (519) 669-3350 Fax: (519) 669-3826 E: tina.tfio@sympatico.ca

May 6, 2009

Superior-Greenstone District School Board
Postal Bag A
12 Helmo Dr
Marathon ON P0T 2E0

Dear Board Chair:

Homegrown Ontario™ is an alliance of Ontario Pork, the Ontario Veal Association, the Ontario Sheep Marketing Agency, Turkey Farmers of Ontario and the Ontario Independent Meat Processors. Homegrown Ontario™ is a brand that allows Ontario consumers to support Ontario farmers by purchasing Ontario produced meat and poultry. At the same time, the Homegrown Ontario™ program can truly provide the integrity and assurance Ontarians, including students, faculty and staff of Ontario's schools are looking for through our strict processor and supplier agreements.

Research from Canada's leading survey-based marketing research firm, Ipsos Reid, clearly indicates that Ontario consumers are eager to support Ontario farmers and the local economy by choosing meat and poultry products produced in Ontario. With the Homegrown Ontario™ brand and logo, the five associations are making it easy for consumers to do just that.

The Homegrown Ontario™ partners whole heartedly believe that the purchase of locally produced meat and poultry should be identified as a **local sustainable procurement practice**. That is why we are respectfully asking that your school Board consider supporting the Motion we put forth as attached. Although your Board may not purchase meat and poultry products for its schools directly, we are hoping Boards across the province support the Motion by urging their food service suppliers to choose Ontario products, and more specifically meat and poultry sourced through the Homegrown Ontario™ program. This will benefit producers, processors, retailers and consumers alike.

You can trust that Ontario farmers adhere to the highest quality standards set forth by the Canadian provincial and federal government regulatory boards. If you have any questions about the attached Motion or about Homegrown Ontario™ in general, please feel free to contact me. We also request that you let us know if the motion is passed by your Board or whether other action is taken as we would like to track response to our request.

Thank you in advance for your support and I look forward to hearing from you soon.

Sincerely,

Jennifer Haley, Chair
Homegrown Ontario Steering Committee

Attachment



MOTION

Whereas the Superior-Greenstone District School Board supports practices that contribute to the creation of a sustainable environment;

AND whereas Homegrown Ontario™ is a brand that allows Ontario consumers to support Ontario farmers by purchasing Ontario produced meat and poultry;

AND whereas Ontario farmers adhere to the highest quality standards set forth by the Canadian provincial and federal government regulatory boards;

THEREFORE be it resolved that the procurement practice of purchasing meat and poultry products produced by Ontario farmers be identified as the preferred local sustainable procurement practice.

BE it further resolved that the purchase of all Ontario produced meat and poultry sourced locally requires the burning of less fossil fuel than food trucked or even flown in from hundreds, or even thousands of miles away.