

## 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 2010/07

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 21, 2010

Designated Site: Board Meeting Room, Marathon, ON

**Board Chair:** Julie Sparrow

**Director:** Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

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

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

### 1.0 Roll Call

**Note:** 2010-2011 Student Trustees (Allison Pelletier (GCHS) and Daniela Carlino (LSHS) have been invited to observe the board proceedings

<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						Mannisto, Mark					
Brown, Cindy						Notwell, Kathryn					
Duffus, Sarah <i>(Student)</i>						Robinson, Danielle <i>(Student)</i>					
Fisher, Cindy						Simmons, Tina					
Keenan, Darlene						Sparrow, Julie					
Kjellman, Kayla <i>(Student)</i>						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						
Tamblyn, David: Assistant to the Director of Education						
Newton, Valerie: Acting Director / Superintendent Student Success						
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						

**PART I: Committee of the Whole Board**

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

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

(Attached)

**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.

**PART II: Regular Board Meeting**

Section (B): – (open to public): TBA

**4.0 Regular Meeting Call to Order**

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 21, 2010 be called to order at \_\_\_\_\_ p.m.

**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 2010/07 Regular Board Meeting, Monday, June 21, 2010 be accepted and approved.

**7.0 Disclosures of Interest re: Open Session****8.0 Minutes: Board Meetings and Board Committee Meetings**

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

- Regular Board Meeting – May 17, 2010

(Attached)

✓ **That**, the minutes of the following Board Advisory and Standing Committees meetings be acknowledged as received

- Native Education Advisory Committee – April 23, 2010
- Special Education Advisory Committee – May 25, 2010
- Board Policy Review Committee – May 31, 2010

(Attached)

(Attached)

(Attached)

✓ **That**, Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of May 31, 2010 and approve as reviewed:

- P-535 Progressive Discipline and School Safety
  - MG – 535 Progressive Discipline and School Safety
- to be posted to the Board website with an implementation date of June 22, 2010 and these shall supersede any previous policies and management guidelines.

## **9.0 Business Arising Out of the Minutes**

### **10.0 Delegations**

10.1 Velda Lesperance: Rocky Bay Band

(Verbal – NRHS)

### **11.0 Reports of the Business Committee**

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

11.1 Report No. 48  
Budget 2010-2011

(Attached – B. Rousseau)

✓ **That**, the Superior-Greenstone DSB adopt the Estimates for the 2010-2011 school year as presented.

11.2 Report No. 49  
BAPS Project Update and Various Tender Awards June 2010

(Attached – W. Chiupka)

✓ **That**, the tender for Alteration to Geraldton Composite High School for the new B.A. Parker Public School Renovation be awarded to Quinan Construction Limited in the amount of **four million, six hundred and forty five thousand (\$4,645,000)**, HST extra, subject to Ministry of Education funding approval.

11.3 Report No. 50  
LSHS Tender Award June 2010

(Attached – W. Chiupka)

✓ **That**, the above project tenders be approved as follows (HST extra):

**LSHS - Food Services Classroom Renovations and Window and Exterior Door Replacement** be awarded to \_\_\_\_\_ in the amount of \$ \_\_\_\_\_.

11.4 Report No. 51  
Internal Audit 2010

(Attached – C. Tsubouchi)

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

11.5 Report No. 52  
Disbursements – May 2010

(Attached – C. Tsubouchi)

### **12.0 Presentations**

12.1 Student Trustees' Update

(Verbal – Student Trustees)

- 12.1.1 Sarah Duffus
- 12.1.2 Kayla Kjellman

12.1.3 Danielle Robinson Report No. 61-Turtle Concepts (Attached - D. Robinson)

### **13.0 Reports of the Director of Education**

*Director of Education: Patti Pella*

- 13.1 Report No. 53  
2010 Ontario Summer Learning Program (Attached)
- 13.2 Report No. 54  
2010-11 Operational Review of Superior-Greenstone DSB (Attached)
- 13.3 Report No. 55  
Summer Break and Board Business (Attached)  
*✓ That, the Superior-Greenstone DSB cancels the Regular Board meeting, scheduled on Monday, July 19, 2010.*  
  
*✓ 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 2010.*
- 13.4 Date Change Request: August Regular Board (Verbal)
- 13.5 Correspondence:
  - 13.5.1 May 19, 2010: LDSB – D. Massaro (Attached)
  - 13.5.2 May 26, 2010: ETFO - S. Hammond (Attached)
  - 13.5.3 June 3, 2010: OCDSB – C. Gurry (Attached)
  - 13.5.4 June 4, 2010: OCDSB – C. Gurry (Attached)
  - 13.5.5 June 8, 2010: KPDSB – D. Penney (Attached)
- 13.6 ETFO Provincial Multi Media Award 2009-2010 (Verbal)

### **14.0 Reports of the Education Committee**

*(Education Chair: K. Notwell)*

*Assistant to the Director of Education: David Tamblyn*

- 14.1 Report No. 56  
Special Education Board Plan 2010 (Attached – V. Newton)  
*✓ That, the Superior-Greenstone DSB approve the Special Education Board Plan – 2010 and forward it to the Ministry of Education for review and approval.*
- 14.2 Report No. 57  
SCWI and SHSM Programs (Attached – V. Newton)
- 14.3 Report No. 58  
OSSLT 2010 Results (Forward under Separate Cover – V. Newton)



- 14.4 Report No. 59  
Technology Update: YouTube Trial (Forward under Separate Cover – B. Ross)

- 14.5 Report No. 62 Native Language and Native Studies (Attached-Val Newton)

**15.0 Matters for Decision**

Board Chair: J. Sparrow

- 15.1 Report No. 60 (A) (Attached – B. Draper)  
Personnel – June 21, 2010 (Note: Personnel Report No. 60(B) to be forwarded June 18/10)  
Report No. 60 (B) - Personnel - June 21, 2010 (Attached - B. Draper)

**16.0 New Business**

- 16.1 Board Chair  
 16.2 Correspondence:  
 16.3 Future Board Meeting Agenda Items  
 16.4 Miscellaneous

**17.0 Trustee Associations and Other Boards**

- 17.1 OPSBA  
 17.1.1 Report on Annual General Meeting (Verbal – K. Notwell)

**18.0 Observer Comments**

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

- 19.0 Adjournment**  
~~That, the Superior-Greenstone DSB 2010/07~~  
 Regular Board Meeting, Monday, June 21, 2010  
 be adjourned at \_\_\_\_\_, p.m.

2010 Board Meeting Schedule

2010 Dates	Time	Location		2009 Dates	Time	Location
Monday, March 22	6:30 p.m.	Marathon Board Office (SGB0)		Monday , August 23	6:30 p.m.	Marathon Board Office (SGB0)
Monday , April 19	6:30 p.m.	SGB0		Monday, September 20	6:30 p.m.	SGB0
Monday, May 17	6:30 p.m.	SGB0		Monday, October 18	6:30 p.m.	SGB0
Monday, June 21	6:30 p.m.	SGB0		Monday, November 15	6:30 p.m.	SGB0
Monday, July 19	6:30 p.m.	SGB0		Monday, December 6	12:00 p.m.	SGB0

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2010/07**

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

Monday, June 21, 2010

Designated Site: Board Meeting Room, Marathon, ON

**A G E N D A**

**Board Chair:** Julie Sparrow

**Director:** Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

- |     |  |             |
|-----|--|-------------|
| 1.0 | <u>Personnel Report:</u> (Trustee Queries re Personnel Report No. 60 (A) & 60 (B)) | (B. Draper) |
| 2.0 | <u>Arbitration</u>   | (P. Pella)  |
| 3.0 | <u>Correspondence: June 8, 2010 SGDSB Student</u>                                  | (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.*



### 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 2010/06

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

Monday, May 17, 2010

Designated Site: Board Meeting Room, Marathon, ON

**Board Chair:** Julie Sparrow

**Acting Director:** Valerie Newton

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A) In-Camera: – (closed to public) 6:32 p.m.

PART II: Regular Board Meeting

Section (B) : – (open to public): 7:12 p.m.

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette		X				Mannisto, Mark		X			
Brown, Cindy	X					Notwell, Kathryn	X				
Duffus, Sarah (Student)			X			Robinson, Danielle (Student)	X				
Fisher, Cindy		X				Simmons, Tina				X	
Keenan, Darlene		X				Sparrow, Julie	X				
Kjellman, Kayla (Student)			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				
Tamblyn, David: Assistant to the Director of Education			X		
Newton, Valerie: Acting Director / Superintendent Student Success	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**

Board Chair Julie Sparrow conducted roll call at 6:31 p.m. Members were present as noted above.

PART I: *Committee of the Whole Board*

*Section (A) In-Camera: – (closed to public) 6:32 p.m.*

**2.0 Disclosure of Interest: re Closed Session**

There were no disclosures of interest reported.

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

3.1 Agenda: Committee of the Whole Board - Closed  
**113/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 6:32 p.m. and that this portion be closed to the public.*

Carried

3.2 Rise and Report from Closed Session  
**114/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ *That, the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 7:11 p.m. and that this portion be open to the public.*

Carried

PART II: *Regular Board Meeting*

*Section (B) : – (open to public): 7:12 p.m.*

**4.0 Regular Meeting Call to Order**

Board Chair Julie Sparrow called the Regular Board meeting to order at 7:12 p.m.

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

5.1 **115/10**

Moved by: Trustee Turner

Second: Trustee Brown

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

Carried

**6.0 Approval of Agenda**  
**116/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ *That, the agenda for the Superior-Greenstone DSB 2010/06 Regular Board Meeting, Monday, May 17, 2010 be accepted and approved.*

Carried

**7.0 Disclosures of Interest re: Open Session**

There were no disclosures of interest reported.

**8.0 Minutes: Board Meetings and Board Committee Meetings**

117/10

Moved by: Trustee Turner

Second: Trustee Brown

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

- Regular Board Meeting – April 19, 2010, and

**That**, the minutes of the following Board Advisory and Standing Committees meetings be acknowledged as received

- Special Education Advisory Committee – April 12, 2010
- Board Policy Review Committee – April 26, 2010
- Parent Involvement Committee – May 4, 2010, and

**That**, the Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of April 26, 2010 and approve as reviewed:

- P-525 Bullying Prevention and Intervention Strategies
- MG-719 Accessibility Standards for Customer Services
- P-303 Purchasing

to be posted to the Board website with an implementation date of May 18, 2010 and these shall supersede any previous policies and management guidelines.

Carried

**9.0 Business Arising Out of the Minutes**

Student Trustee Kayla Kjellman inquired if notice was given to Ministry of Education about the NRHS Healthy Schools Recognition Program. She presented this information at the April Board meeting, but has yet to see the submission posted onto the ministry website. Acting Director Val Newton will investigate to correct the oversight.

**10.0 Delegations and/or Presentations**

10.1 Excellence in Education: Nipigon-Red Rock DHS: Autism Pilot Project

Teachers, Jim Hendricken, Jennifer Dawson and Melissa Bianco provided an extensive report on the Autism Pilot Project at NRHS this year. Methods of communication, behavior modification and teaching life skills were reviewed in depth. The program has realized success on a number of fronts in dealing with autistic students, (ages 14-18).

10.2 Intermediate Math Coaching Program

Nakina Public School Teacher Kathleen Schram provided an overview of this initiative and the professional learning communities established within the board to help develop the program.

10.3 Student Trustees' Update

- 10.3.1 Sarah Duffus gave an update on school events at Geraldton Composite HS. On behalf of GCHS students, she inquired as to the possibility of establishing a time capsule in conjunction with BAPS School construction project taking place within GCHS. Plant Manager Wayne Chiupka advised that he would address this with the project architects.
- 10.3.2 Kayla Kjellman updated the board on events at the NRHS advising that a presentation in the school by Holocaust survivor Eva Olson was well received. She also made note of recent vandalism issues at the school and reported that students are upset over the loss of privileges such acts invoke as a result.
- 10.3.3 Danielle Robinson report on schools events at the Marathon and Manitouwadge High Schools.

Upon the conclusion of their report, both Sarah and Danielle were congratulated for recently having each received an OSSTF Excellence in Education awards.

10.4 2010-2011 Student Trustee Appointments

Student Trustee Kayla Kjellman provided the board with details about the process undertaken with regard to the appointment of the 2010-2011 Student Trustees. She noted that applications for

student trustee candidates were open from April 21-May 7, 2010. Applications were shortlisted by she and Sarah Duffus, interviews were held on May 14 with five students. Danielle Robinson of MRHS submitted an application for a second term interviewed successfully along with two other students as follows:

**118/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB accept the appointment of the following Student Trustees for the 2010-2011 School Year, serving for the period of August 1, 2010 to July 31, 2011:

- Allison Pelletier of Geraldton Composite High School
- Daniela Carlino of Lake Superior High School
- Danielle Robinson of Marathon High School

Carried

The new trustees will be invited to attend the board meeting on June 21 as observers.

**11.0 Reports of the Business Committee**

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

**11.1 Report No. 42: Update: B.A. Parker Public School Project Update-May 2010**

Wayne Chiupka, Manager of Plant Services provided an overview of the Report 42, noting that there are four pre-qualified contractor companies working on tender submissions.

**11.2 Policy and Management Guideline 409 Use of School Buildings and Equipment**

W. Chiupka advised that as directed by the Ministry of Education on April 29, 2010, Policy 409 has been revised to ensure it meets the requirements the ministry stipulates must be in place by May 30, 2010. Revising the policy in this manner is not in keeping with SGDSB protocol for policy revisions; however, the ministry is intent on ensuring that boards have measures in place that will make the best use of vacant space in schools by encouraging facility partnerships whenever possible. As ordered by the ministry a public meeting will be held in June in order to ensure that the public is apprised of the accommodation for facility partnerships the board can provide and take any feedback from those who attend the meeting.

**119/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, Superior-Greenstone DSB approve Policy 409, Use of School Buildings and Equipment and Policy 409 Management Guideline as revised to meet the Ministry of Education compliance and content guidelines, and

**That**, the Ministry of Education is notified that these documents are posted on the Board website with an implementation date of May 18, 2010 to supersede any previous policy and management guideline.

Carried

**11.3 Report No. 43: Interim Report as of March 31, 2010**

Manager of Accounting Services Cathy Tsubouchi provided an overview of Report No. 43. The purpose of the report is to provide management and the board with a clear understanding of the status of the current year's budget versus to-date expenditures.

**120/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB accepts Report No. 43: Interim Report as of March 31, 2010 as presented.

Carried

11.4 Report No. 44: Disbursements – April 2010  
**121/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB accepts Report No. 44: Disbursements – April 2010 as presented.

Carried

**12.0 Reports of the Director of Education**

(Acting Director: Valerie Newton)

12.1 Correspondence:

12.1.1 March 30, 2010 – A. Heath

Acting Director of Education Valerie Newton advised letter attached is for information purposes and has been referred to the Superintendent of Business for follow-up as it relates to the budget, i.e., secretarial cutback at Margaret Twomey PS.

12.1.2 April 12, 2010: Thunder Bay Regional Office to A. Giguere

V. Newton advised the letter attached as information confirms the funding for travel expenses for board's advisory trustees to attend board meetings is not applicable.

12.1.3 April 16, 2010 – Grand Erie DSB

V. Newton advised the letter is attached for information, as it relates to the Grant Erie DSB position to support the District School Board of Niagara's call to review the regulation governing trustee honorariums.

12.2 June 2010 School Graduation Dates

(Attached)

V. Newton advised that school are now and in the near future will be requesting board representatives to attend the various school graduations. If trustees can attend, the school would appreciate knowing this so that the fact can be included on the graduation programs.

**13.0 Reports of the Education Committee**

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

13.1 Report No. 45: 2010-2011 Secondary Staffing Report

V. Newton provided an overview of Report No. 45 and fielded trustees' inquiries with regard to the Secondary Staffing proposed for 2020-2011. She noted that the proposal constitutes base funding for staffing; it does not include such things as native studies course sections which be implemented outside of the GSN,

**122/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB approves Report No. 45: 2010-2011 Secondary Staffing Report as presented.

Carried

13.2 Report No. 46: 2010-2011 Educational Assistant Staffing

Assistant to the Director of Education David Tamblyn provided an overview of Report No. 46. He advised that the provision in the report reflect consultations had with school principals. The issue of First Nation EA's is not yet determined, but this information is expected from INAC on May 19, 2010 and fielded trustees' inquiries with regard to the Secondary Staffing proposed for 2020-2011.

**123/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB approves Report No. 46: 2010-2011 Educational Assistant Staffing as presented.

Carried

**14.0 Matters for Decision**

Board Chair: J. Sparrow

**14.1 Report No. 47: Personnel – May 17, 2010**

**124/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB accepts Report No. 47: Personal Report as presented.

Carried

**15.0 New Business**

**15.1 Board Chair**

Board Chair Julie Sparrow extended congratulation to Student Trustees Robinson and Duffus on receiving an OSSTF Excellence in Education award on May 8, 2010.

**15.2 Correspondence:**

Nil

**15.3 Future Board Meeting Agenda Items**

Nil

**15.4 Miscellaneous**

**15.4.1 OESC - Equity and Inclusive Education Symposium: June 17, 2010**

Two trustee seats per board are available for this conference. Three SGDSB trustees have expressed an interest in attending this event. Two names were drawn from a lot to determine attendance.

**125/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB approved the attendance at the OESC Equity and Inclusive Education Symposium by

1. Trustee Jim Turner

2. Trustee Cindy Fisher, and

**That**, their expenses be paid according to policy.

Carried

**16.0 Trustee Associations and Other Boards**

**16.1 OPSBA – June AGM**

**16.1.1 Trustee Appointment for OPSBA Director/Voting Delegate**

**126/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB appoint Trustee Darlene Keenan to serve as its Director to OPSBA effective for the period of May 29, 2010 to November 30, 2010.

Carried

**127/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB appoint Trustee Kathie Notwell to serve as its Voting Delegate to OPSBA effective for the period of May 29, 2010 to November 30, 2010.

Carried



16.1.2 Trustee Appointment for OPSBA Alternate Director/Alternate Voting Delegate  
**128/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB appoint Trustee Cindy Fisher to serve as its Alternate Director to OPSBA effective for the period of May 29, 2010 to November 30, 2010.

Carried

**129/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB appoint Trustee Mark Mannisto to serve as its Alternate Voting Delegate to OPSBA effective for the period of May 29, 2010 to November 30, 2010.

Carried

**17.0 Observer Comments**

Nil

**18.0 Adjournment**

**130/10**

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB 2010/05 Regular Board Meeting, Monday, April 19, 2010 be adjourned at 9:15 p.m.

Carried

2010 Board Meeting Schedule

2010 Dates	Time	Location		2009 Dates	Time	Location
Monday, March 22	6:30 p.m.	Marathon Board Office (SGB0)		Monday, August 23	6:30 p.m.	Marathon Board Office (SGB0)
Monday, April 19	6:30 p.m.	SGB0		Monday, September 20	6:30 p.m.	SGB0
Monday, May 17	6:30 p.m.	SGB0		Monday, October 18	6:30 p.m.	SGB0
Monday, June 21	6:30 p.m.	SGB0		Monday, November 15	6:30 p.m.	SGB0
Monday, July 19	6:30 p.m.	SGB0		Monday, December 6	12:00 p.m.	SGB0

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2010/06**

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

Monday, May 17, 2010

Designated Site: Board Meeting Room, Marathon, ON

**T O P I C S**

**Board Chair:** Julie Sparrow

VC Sites at: GCHS / LSHS / MNHS / NRHS

**Acting Director:** Valerie Newton

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A): *In-Camera – (closed to public) 6:32 p.m.*

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 47)

(B. Draper)

2.0 Grievance

(B. Draper)

## ***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**

Friday, April 23, 2010 — 11:00 a.m. to 1:00 p.m.

### **MINUTES**

Designated Site: Pic River Heron Bay, Community Centre – Heron Bay, ON

Chair: Cindy Fisher

Director Designate: Bruce Rousseau

#### **1.0 Roll Call**

<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>											
<b>First Nation Members</b>	<i>O</i> <i>S</i>	<i>T</i> <i>C</i>	<i>V</i> <i>C</i>	<i>A</i>	<i>R</i>	<b>Trustees</b>	<i>O</i> <i>S</i>	<i>T</i> <i>C</i>	<i>V</i> <i>C</i>	<i>A</i>	<i>R</i>
<i>(Aroland)</i> Mary Atlookan				X		Bartlett, Bette	X				
<i>(Lake Nipigon)</i> Belleau, Celine				X		Fisher, Cindy ( <i>Chair</i> )	X				
<i>(Lake Nipigon)</i> Graham, Priscilla				X		Notwell, Kathryn				X	
<i>(Long Lake # 58/ Ginoogaming)</i> Claire O'Nabigon				X		Sparrow, Julie ( <i>Ex-Officio</i> )				X	
<i>(Pays Plat)</i> Auger, Valerie	X										
<i>(Pays Plat)</i> Thompson, Xavier (Chief)	X					<b>Board Administration</b>	<i>O</i> <i>S</i>	<i>T</i> <i>C</i>	<i>V</i> <i>C</i>	<i>A</i>	<i>R</i>
<i>(Pic Moberg)</i> Shaganash Gerald	X					Linda Browning-Morrow				X	
<i>(Red Rock Band)</i> Christina Lindstrom				X		Pella, Patti					X
<i>(Rocky Bay)</i> Lesperance, Velda	X					Newton, Valerie				X	
<i>(Rocky Bay)</i> Panamick, Edna	X					Bruce Rousseau	X				
<i>(Rocky Bay)</i> Mishquart James	X					Willcocks, Barb		X			
<i>(White Sands)</i> Gustafson, Allen (Chief)				X							

#### **1.0 Blessing and Welcome**

C. Fisher

NEAC Chair C. Fisher welcomed the group.

#### **2.0 Approval of Minutes & Agenda**

*Moved by: G. Shaganash*

*Second by: X. Thompson*

*Resolved that, the minutes of the NEAC Meeting, March 12, 2010 be accepted.*

*Moved by: B. Bartlett*

*Second by: V. Lesperance*

*Resolved that, the agenda for the NEAC Meeting, April 23, 2010 be accepted.*

#### **3.0 Discussion Topics**

3.1 C. Fisher distributed a copy of the PIC River Heron Bay Strategy Plan for information.

3.2 Update: Turtle concepts Workshops with Dave Jones

Note: This agenda item was originally ordered as 3.6, however Barb Willcocks asked to present earlier as she had a school assembly scheduled at 11:45 a.m.

Barb Willcocks reviewed the Aboriginal Initiatives to date as outlined in the summary that was originally presented to the board at its April 19<sup>th</sup> meeting.

- Turtle Concepts: Dave Jones provided workshops for students at Marathon HS, Lake Superior HS, Nipigon-Red Rock DHS and Geraldton Composite HS. The objective with bringing Turtle Concepts back this year was to help the students build on the skills introduced last year. Students worked on organizing an activity for their school or in their own communities to hone their leadership skills. During the “student leadership” discussions at LSHS, the call for student trustee applications was put out through the board office. The notice segued well into the agenda as the candidate applications were given to many of the students to consider for submission to the board.

Feedback from students has been positive and the groups noted that with this, the third visit by Turtle Concept, student leadership has reached its pinnacle for this group. Now the board needs to continue the process for up and coming students.

C. Fisher encouraged NEAC members who may have input for grant applications to forward these to B. Willcocks to include in the next proposal.

B. Willcocks extended thanks to both Pays Plat First Nation and the Thunderbird Friendship Centre of Geraldton for their excellent support of the Turtle Concepts initiative for 2009-2010.

- NOEL Regional Symposium: 13 students from the Nakina, Marathon, Nipigon and Red Rock attended at the Old Fort William Historical Park in Thunder Bay. Turtle Concepts was there to work on leadership development, confidence building, cultural activities. The event was well received and work has started to explore how to extend and develop the project for next year.
- Pimootewin-The Journey: This initiative relates to the first opera written in the Cree Language. It encompassed two parts; education and performance. Workshops were offered to students at both the secondary and elementary level. Topics included creative movement and dance, stage management and storytelling. It came into being in 2008-09.

B. Bartlett asked if all Aboriginal students were invited to attend the workshops. B. Willcocks advised that the troupe could only afford the time for two schools. It was decided that Grades 9/10 students would partake at NRHS and the K to 8 students in Red Rock. A matinee performance is being offered on May 7, 2010 at NRHS at no charge. Only a silver collection donation is required for admittance. Aboriginal funding grant will be used to offset the cost of public presentation.

B. Bartlett and V. Lesperance lauded the effort expended to have the students attend, but strongly encouraged any encore presentation be made available to the senior students.

- David Bouchard Tours was well-received by all SGDSB elementary schools. Thanks to B. Rousseau for helping make this happen, both the road trip to all schools with D. Bouchard and the purchase of book (one for every elementary student) called the “Seven Sacred Teachings”.

3.3 B. Bartlett: Three-Day Road

B. Bartlett revisited this subject (see item 3.3.1 NEAC March 12, 2010) . After reading the novel and awareness it invokes regarding Aboriginal issues, B. Bartlett suggests it should definitely be included as library inventory of all schools. Furthermore, she advises that it merits exploration as a topic to include within the school curriculum itself; secondary definitely and elementary if possible. She

requested that the Director of Education investigate how this item could be made available for students as a component of the school curriculum. B. Rousseau advised that administration can make a recommendation and advocate for inclusion, the Ministry of Education is the only agency with the authority to implement curriculum.

V. Lesperance suggested that staff be encouraged to read the book as a component of professional development. Another on the topic of Aboriginal reading is called Through the Black Spruce. Teachers who are encouraged to read these books may then be able to introduce the books to student as a part of a novel study.

Action Requested:

- Director of Education explore the possibility of teacher recommended PD reading,
- Director to check if the books are available in all school libraries
- Director to explore the introduction of books to students through a novel study component
- Director to broach subject with the ministry, i.e., import of its inclusion in the school curriculum

3.4 Worksheet: Proposed 2010-2011 NEAC Meeting Dates and Rotation

Members agreed unanimously with the concept of rotating the NEAC Meetings in 2010-2011 School Year. The schedule for three NEAC meetings next school year was confirmed as follows:

NEAC Meeting No. 1:	11:00 a.m.	Friday, November 19, 2010	Location-Pays Plat First Nation
NEAC Meeting No. 2:	11:00 a.m.	Friday, February 18, 2011	Location-Rocky Bay First Nation
NEAC Meeting No. 3:	11:00 a.m.	Friday, May 13, 2011	Location-Pic Moberg First Nation

3.5 NEAC Member Expenses: Draft Policy Recommendation

[\(Attached\)](#)

Action:

- Under definition, "Trustees", after "both public elected" insert the words, "or appointed"
- Add a definition for NEAC
- Part 6.0, delete word "this" before the words, "Policy 307"
- Clarify the process for appointment to NEAC
- Make policy effective date, as of March 11, 2010 to ensure expenses for NEAC meeting on March 12, 2010 are payable to NEAC members. Draft would not go to Board Policy Review Committee before September 2010

3.6 Guidelines per Regulation 462/97: Selection Process for Board's First Nation Trustee

C. Fisher explained that her term as First Nation Trustee was realized after Pic River Heron Bay Chief Roy Michano gained, at the Chief's level, the approval of her appointment from the other Bands. She notes that self-identified Aboriginal students are represented by trustees elected in municipal elections. The next election is in November this year.

Action: To prepare for appointment of a First Nation Trustee, NEAC under the auspices of the Director of Education for SGDSB will write a letter to each of the First Nations with current tuition agreements to put forward by a certain date, the name of anyone that they may wish to have considered as a First Nation appointee to SGDSB.. If no names forthcoming, NEAC is prepared to retain C. Fisher as the appointee.

3.7 Breakdown of Tuition Agreement Costs

B. Rousseau addressed the handout 2009-10 Revised Estimates V3 in reference to tuition agreement costs. Apart from the day's discussion, he invited NEAC members to review the handout and he would field any further questions at the next NEAC meeting. He noted that elementary student tuition fees are \$16k . This is not a fee applicable to a building.

C. Fisher fielded the idea of proposing a joint administered pilot project for the Pic Heron Bay First Nation Elementary School to our the board. Essentially, the idea is to retain school building on reserves but have an agreement with SGDSB to administer and operate the reserve school. She said it would be interesting to see a model of this nature work, even if the only things learned would

*Moved by: X. Thompson* *Second by: G. Shaganash*  
*Resolved that, the NEAC Meeting be adjourned at 2:22 p.m.*

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	BUSINESS AND TRANSPORTATION	
<i>Policy Name</i>	NON-TRUSTEE BOARD COMMITTEE MEMBER EXPENDITURES	308
<i>Board Approved:</i>		<i>Review Prior To:</i>

### ***POLICY***

It is the policy of Superior-Greenstone District School Board to reimburse non-trustee members of board committees and/or school council members' expenses incurred in connection with carrying out the responsibilities as a member of a board committee.

### ***DEFINITIONS***

***"Approved board business"*** refers to expenses incurred in the course of doing business on behalf of the Board.

***"Native Education Advisory Committee"*** refers to a standing committee of the Board composed of members appointed by First Nations Band Councils, and who have tuition agreements related to the enrolment of Aboriginal students who reside on First Nation Band community and attended Superior-Greenstone District School Board schools .

***"Non-trustee board committee member"*** refers to individuals appointed by the board to the Superior-Greenstone District School Boards Committees including: Native Education Advisory Committee (NEAC), Parent Involvement Committee (PIC), and the Special Education Advisory Committee (SEAC), elected School Council Members and Supervised Alternative Education Program (SALEP)

***"Trustees"*** refers to both Public elected or appointed Trustees and Student Trustee(s), unless otherwise noted.

### ***RATIONALE***

In a memorandum dated July 20, 2009, the Ministry of Education provided school boards with trustee expenditure guidelines demonstrating best practice, consistency, and province-wide standards for trustees, non-trustee members and school council member expenditures. This policy incorporates those best practices.

### ***GUIDELINES***

- 1.0 All claims for reimbursement will only be authorized for approved board business.
- 2.0 Claims for reimbursement will only be authorized for travel by one non-trustee member of a board committee in any given geographical area, unless prior approval is provided for additional travellers attending the same board event.
- 3.0 Claims for reimbursement of personal expenses must be submitted using the Board Expense Form F01-003.

- 5.0 Non-trustee claimants are responsible to ensure that all claims comply with Board Policy 307 Travel, Meals and Hospitality Expenditures and do not include any personal expenses.
- 6.0 The Director of Education or the Superintendent of Education is responsible for ensuring that members of school councils or non-trustee board committee members claims conform to this Policy 307 Travel, meals and Hospitality Expenditures.
- 6.0 Claims must be signed by the non-trustee board committee member person submitting the expenses and supported by original receipts (photocopies are not acceptable). Credit/Debit card receipts are not acceptable as they do not contain sufficient detail to meet audit requirements.
- 4.0 When submitting an expense claim, the purpose of the trip must clearly be stated.
- 6.0 Expense account submissions should only cover costs incurred by the person submitting the expense account.
- 7.0 Non-trustee claims are to be approved and authorized for payment by the Director of Education or the Superintendent of Education.
- 9.0 Claims for reimbursements of any costs associated with travel on board business are to be submitted and will be processed after the event. There will be no immediate reimbursement for airfare or deposits charged to personal credit cards.

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Cross Reference:

Policy 307 – Travel Meals and Hospitality Expenditures

Policy 515 – School Community Council



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

Tuesday, May 25, 2010 @ 6:30 p.m.

Lake Superior High School, Terrace Bay

**MINUTES**

<u><b>Voting Members</b></u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia, Jessica	X					Keenan, Darlene (Alternate)					X
Brown, Cindy	X					Notwell, Kathy	X				
Simmons, Tina (Alternate)	X					Nelson, Theresa	X				
Dupere, Cheryl				X		Tyance, Shirley					
Brown, Tammy (Alternate)				X		Groenveld, Sharon (Alternate)					X

<b><u>Resource Members</u></b>	<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
Tamblyn, David: <i>Assistant to the Director of Education</i>	X				
Newton, Valerie: <i>Superintendent of Student Success</i>		X			
Hamill, Sherry: <i>Special Education Board Lead</i>					
Parsons, Don: <i>Student Support Lead</i>					X

1.0 Call to Order

2.0 Approval of Minutes

Additions to the Agenda

There were no additions suggested for this meeting.

4.0 Presentation: Autism Project, Nipigon-Red Rock District High School

Jim Hendricken, accompanied by Melissa Bianco and Jennifer Walsh presented information on the Autism Pilot Program currently under way at Nipigon-Red Rock District High School. Thunder Bay supports the pilot program as it has been a very brief; a half-year in total. The population of ASD children is increasing across the province. The focus of the Program is communication skills and independence skills and is geared to individuals 13- to 21-years of age. Videotapes of role playing to demonstrate “how to ...” are utilized. The communication class is the pilot project. The Life Skills program is part of the regular timetable – period assignment. The smartboard has been used to play back to model for demonstration to students.

Autism Pro: ABELS program – too “primary” in focus. Needs to be more “secondary” oriented.

ABA – Applied Behavioural Analysis Assistant Training – E.A. at Nipigon-Red Rock District High School

5.0 Business Arising from the Minutes

No business arising from the minutes.

6.0 Correspondence

6.1 Autism Pro

The elementary school is interested in using this program.

7.0 New Business

7.1 Agency Updates

**Theresa Nelson:** Triple 'P' Parenting Program has been delivered through the separate system. Ten parents in one school completed at the separate level. Theresa is working with two developmentally delayed individuals.

7.2 Update of Special Education Program

Sherry Hamill presented an update of the program including funding expenditures on the "Learning for All" document – elementary and secondary release, and the communication class at Nipigon-Red Rock District High School

7.3 Special Education Plan

Dave Tamblyn and Sherry Hamill reviewed the Special Education Plan noting the following updates:

1. Table of Contents – page numbers
2. Reference to Board Form numbers
3. List of funding enhancements removed
4. Page 8 updated – placements reflect changes from 5 to 3
5. Early Identification – Page 10
  - Fair Start Screening
  - Oral Language Assessment
  - DRA – "JK Booklet" given to student
6. Page 12 reviewed and updated
7. Page 14 reviewed: can dispense with the annual review of IPRC at parent's choice
8. Section L – IEP: How board does its compliance with the standard
9. Section N (Page 30): No release time for special education, new equipment, assessment by professional – list of acceptable professions
10. Accessibility (Page 34): Included from Plant Department – Transportation of Special Needs students
11. Page 38: Roles and Responsibilities

Updated information included:

- List of new SEAC
- SERT – elementary/secondary
- IPRCs – new referrals, appeals (numbers do not reflect the actual numbers identified)

7.4 Educational Assistant Update

David Tamblyn reviewed the E.A. staffing:

- 46.5 Special Education
- 13 INAC
- .5 Safe Schools

Some schools have increased and some schools have decreased with respect to the need for Educational Assistants.

INAC funding is not going to be at the same level this year as last. INAC has indicated that the funding will not be at the same level.

8.0 Information Items

No items were presented.

9.0 Agenda Items: Next Meeting Date/Time/Venue

Next meeting date will be Tuesday, September 14, 2010 at 6:30 p.m.

10.0 Adjournment

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Monday, May 31, 2010 @ 6:30 p.m.

**MINUTES**

<b><u>Members</u></b>	<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
Brown, Cindy				X		Mannisto, Mark		X			
Fisher, Cindy		X				Simmons, Tina				X	
Keenan, Darlene		X				Sparrow, Julie (Ex-Officio)				X	
<b><u>Resource Members</u></b>											
							OS	TC	VC	A	R
Patti Pella: <i>Director of Education</i>											X
David Tamblyn: <i>Assistant to Director of Education</i>								X			
Valerie Newton: <i>Acting Director &amp; Superintendent of Student Success</i>							X				
Cathy Tsubouchi: <i>Manager of Accounting Services</i>							X				
Anne Lockwood: <i>Vice-Principal (NRHS)</i>								X			
RM. Joanne: <i>Recorder</i>							X				

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

**1.0 Review and Approval of Minutes: April 26-10**[Attached](#)

**Note:** in the absence of Cindy Brown, Trustee Darlene Keenan agreed to chair this meeting.

*Moved by: Cindy Fisher                      Seconded by: Mark Mannisto*

That, the Board Policy Review Committee minutes of April 26, 2010 be approved.

**2.0 Business Arising from Minutes**

There was no business arising from the minutes

**3.0 Reviews: New/Existing (P's / MG's and / or PG's)****3.1 Procedural Guide– Religious Accommodation (New)**[Attached – V. Newton](#)

Acting Director Valerie Newton explained that the Ministry of Education has mandated the development of this policy. It follows the template from the Ontario Education Services Corporation and it addresses legislative context that any reasonable accommodation based on religious culture, ritual or tradition be accommodated in schools. There are some limitation on accommodation which is based on the impact of the health and safety of students and staff. Reference to religious accommodation needs to be articulated in school agendas. The procedure ties into board's Equity and Inclusive Education and to a degree there is a link to the board policy on progressive discipline and school safety.

**Action:**

- Add reference to Policy 535 Progressive Discipline and School Safety and Policy 536 Equity and Inclusive Education & prior to posting on website
- Post to website for stakeholder review.
- Val to check on the including an accommodation for "smudging" as a component of Aboriginal culture. It is a religious practice used for cleansing a person's spirit.

**4.0 Stakeholder Feedback for Items Posted (February 22 to April 16/10)**

P-535 Progressive Discipline and School Safety

[Attached – V. Newton](#)

MG-535 Progressive Discipline and School Safety

[Attached – V. Newton](#)

V. Newton explained that feedback had been forwarded by ETFO President Colleen Lemieux in reference to the delegation of authority to teachers. In a meeting with Ms. Lemieux, Val clarified that the management guideline does not refer to delegated teacher as an acting principal. Duties are confined and the teacher delegates need to be in contact with the principal for the duration of delegated duty. Teacher delegate can take no action on their own. In addition, since the last major revision to this policy and guideline, the OESC has forwarded substantive wording changes to incorporate more of the legislative language that was the main impetus for the initial, major revamp of the documents.

**Action:**

- Forward for approval to the Regular Board Meeting on June 21, 2010

**5.0 Stakeholder Feedback for Items Posted (April 27 to May 21/10)**

**5.1 No Feedback Submitted**

P-303 Purchasing

[Attached – C. Tsubouchi](#)

At the April 26, 2010 BPRC, Cathy explained that the ministry had directed boards to be compliant on this issue by May 31<sup>st</sup> (see April Minutes Item 4.2) Per those minutes the board approved policy to post on May 18<sup>th</sup>. In deference to Trustee Brown's suggestion this policy was posted for stakeholder feedback for approximately one month, i.e., to May 21<sup>st</sup>. No feedback was submitted.

**Action:**

- Rather than a five-year review cycle, this policy will be put onto a 1-year cycle, that requires a review before December 2011. No other action required as policy was posted May 18<sup>th</sup>.

**6.0 Items Recommended for Stakeholder Review (Posting June 1 to August 2/10)**

- Procedural Guideline: Religious Accommodation

**7.0 Items Recommended for Board Approval – June 21/10**

- P-535 Progressive Discipline and School Safety
- MG – 535 Progressive Discipline and School Safety

**8.0 Future Meetings and Agenda Items**

**8.1 September 27, 2010 – Items from Stakeholder Reviews to Include**

P-202 Control and Release of Information

P-506 Drug Education

PG - Religious Accommodation

**8.2 September 27, 2010 – Review Existing and or New Policies**

P-526 & MG Managing Information for Student Achievement (MISA)

P-531 Fire Alarms and Drills

P-704 Recruitment Selection and Hiring

P-706 Health and Safety

New Policy Violence in the Workplace

**9.0 Adjournment**

Moved by: Cindy Fisher

Seconded by: Mark Mannisto

That, the Board Policy Review Committee Meeting of May 31, 2010 be adjourned at 7:10 p.m.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Monday, April 26, 2010 @ 6:30 p.m.

**MINUTES**

<u><b>Members</b></u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy	X					Mannisto, Mark				X	
Fisher, Cindy				X		Simmons, Tina				X	
Keenan, Darlene		X				Sparrow, Julie (Ex-Officio)		X			
<u><b>Resource Members</b></u>											
							OS	TC	VC	A	R
Patti Pella: <i>Director of Education</i>							X				
David Tamblyn: <i>Assistant to Director of Education</i>											X
Valerie Newton: <i>Superintendent of Student Success</i>								X			
Cathy Tsubouchi: <i>Manager of Accounting Services</i>							X				
Anne Lockwood: <i>Vice-Principal (NRHS)</i>								X			
RM. Joannette: <i>Recorder</i>							X				

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

**1.0 Review and Approval of Minutes: March 29-10**

*Moved by: D. Keenan Seconded by: J. Sparrow*

That, the Board Policy Review Committee minutes of March 29, 2010 be approved.

**3.0 Business Arising from Minutes**

A. Lockwood inquired as to whether the information related to the Policy 706 Occupational Health and Safety was forwarded to Patti by Wayne Chiupka. It has not to-date. Patti will contact Wayne.

**3.0 Reviews: New/Existing (P's / MG's and / or PG's)**

P-202 Control and Release of Information

Attached - P. Pella

P. Pella reported no changes have been made to this item

**Action:** Post to website for stakeholder review

P-506 Drug Education

Attached - P. Pella

P. Pella reported no changes have been made to this item

**Action:** Post to website for stakeholder review

**4.0 Stakeholder Feedback for Items Posted (February 22 to April 16/10)****4.1 No Feedback Submitted**

P-525 Bullying Prevention and Intervention Strategies

Attached – V. Newton

A. Lockwood noted there are a couple of typographical errors to correct

**Action:** Forward for board approval on May 17/10

MG-719 Accessibility Standards for Customer Services

Attached - V. Newton

**Action:** Forward for board approval on May 17/10.

#### 4.2 Feedback Submitted

P-535 & MG Progressive Discipline and School Safety

P. Pella

P. Pella reported that ETFO has brought forward concerns with the policy and is currently seeking a legal opinion on some of the wording. V. Newton added that their concern relates mainly to the implications the policy has with regard to the collective agreement and provisions to assign teacher-in-charge versus principal designate. P. Pella will wait to see what ETFO legal counsel advises before forwarding a final revision to the board for approval. She anticipates the policy could go the June board once the concerns are addressed.

**Action:** Forward to board for approval in June given that ETFO concerns are addressed and outcome mutually acceptable.

P-303: Purchasing

Attached – C. Tsubouchi

C. Tsubouchi reported that since its initial review in February, a ministry directed revision has been applied. The ministry has indicated that boards must be compliant by May 31, preempting any further stakeholder review of the revisions. Trustee Brown requested that stakeholders still be provided the opportunity to review.

**Action:** To satisfy ministry requirement to post by end of May, the revised policy will be:

- a) Posted for stakeholders review for one month only to May 21<sup>st</sup>
- b) Policy with changes per ministry directive will go to the board for approval on May 17<sup>th</sup>
- c) Should there be stakeholder feedback of merit received by May 21st, (C. Tsubouchi reminded BPRC that current content is largely prescribed by ministry) this could be considered at future BPRC meetings

#### 6.0 Items to Recommend for Stakeholder Reviews (Post April 27 to May 21/10)

P-303 Purchasing (see notes above for rationale for one month stakeholder review)

#### 7.0 Items to Recommend for Stakeholder Reviews (Post April 27 to June 25/10)

P-202 Control and Release of Information

P-506 Drug Education

#### 8.0 Items to Recommend for Approval at Regular Board Meeting – May 17/10

P-525 Bullying Prevention and Intervention Strategies

MG-719 Accessibility Standards for Customer Services

P-303 Purchasing

#### 9.0 Future Meetings and Agenda Items

##### 9.1 May 2010 – Review Existing and/or New Policies

P 535 & MG-535 Progressive Discipline and School Safety

P-531 Fire Alarms and Drills

P-704 Recruitment Selection and Hiring

P-526 & MG MISA

P-706	Health and Safety
New Policy	Violence in the Workplace
New Policy	Religious Accommodation under Equity and Inclusive Education

**10.0 Adjournment**

*Moved by: D. Keenan    Seconded by: J. Sparrow*

That, the Board Policy Review Committee Meeting of April 26, 2010 be adjourned at 7:06 p.m.



## *SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD*

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### Procedural Guideline    **Religious Accommodation Guideline**

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*Board Approved:*

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#### ***Introduction***

The Superior-Greenstone District School Board recognizes and values the religious diversity within its community and is committed to providing a safe, respectful and equitable environment for all, free from all forms of discriminatory or harassing behaviours based on religion. It is committed to taking all reasonable steps to provide religious accommodations to staff and to students.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects religious freedom for all individuals. While the Board and its staff will take all reasonable steps to ensure freedom of religion and religious practices consistent with the *Ontario Human Rights Code*, it is expected that students and their families will help the Board to understand their religious needs and will work with the Board and its schools to determine appropriate and reasonable accommodations

#### ***Definitions***

***“Accommodation”*** - the Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances define “accommodation” as a duty corresponding to the right to be free from discrimination:

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the “duty to accommodate.” The duty arises when a person’s religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

*(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission)*

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

***“Creed”*** - Creed is interpreted by the Ontario Human Rights Commission’s 1996 Policy on Creed and the Accommodation of Religious Observances as “religious creed” or “religion.” It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

According to the Ontario Human Rights Commission, every person has the right to be free from discrimination or harassing behaviour that is based on religion or which arises because the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Ontario *Human Rights Code*.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law.

(Section Reference: *Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Code, 1996*)

**“Undue Hardship”** - Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the *Policy and Guidelines on Disability and the Duty to Accommodate*). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

## **1.0 Legislative and Policy Context**

The *Canadian Charter of Rights and Freedoms* (Section 15) protects freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. In addition to and consistent with this legislation, The *Education Act*, its Regulations and policies govern Equity and Inclusion in Schools

- PPM No 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”
- R.R.O. 1990, Regulation 298, “Operation of School-General” s 27-29, under the heading “Religion in Schools”
- PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”

## **2.0 Accommodation Guidelines**

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community is aware of their rights and responsibilities

under the Ontario *Human Rights Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. It is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

## 2.1 Accommodation Based on Request

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the Ontario *Human Rights Code*'s criteria of undue hardship with the Board's ability to fulfill its duties under Board policies and the Education Act.

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. performing daily prayers or wearing a head covering is not the responsibility of the school or the Board.

## 2.2 General Procedures for Religious Accommodation

### 2.2.1 Staff

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

### 2.2.2 Students

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures should be easy for staff, students and parents to understand.

### 2.3 Unresolved Disputes

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will, through its human rights policies, take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanism.

## 3.0 ***Areas of Accommodation***

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- School opening and closing exercises;
- Leave of Absence for Religious Holy Days;
- Prayer;
- Dietary requirements;
- Fasting;
- Religious dress;
- Modesty requirements in physical education; and
- Participation in daily activities and curriculum.

### 3.1 School Opening and Closing Ceremonies

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

Memorandum No. 108 states the following:

- a) All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
- b) The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
- c) Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - i) One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - ii) A period of silence.
- d) Parents who object to part or all of the exercises may apply to the principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the Ontario *Human Rights Code* and the Board will consider other requests for accommodation as may be made.

### 3.2 Absence for Religious Holy Days

The Board is committed to affirm and value equally the faith diversity in our schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the church or religious denomination to which he/she belongs.” This requirement will be interpreted in accordance with the Ontario *Human Rights Code*.

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the *Education Act* may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of different faith-based groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days

### 3.3 Guidelines for Administrators

In accordance with their rights, all staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Superintendent of Education

#### 3.3.1 Unresolved Requests

- a) Employee: In the event that, after an employee’s consultation with the school administration and the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Director of Education
- b) Students: In the event that a student maintains that his or her rights under the Board’s religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

### 3.4 Prayer

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Particular accommodation for prayer may include late school arrival, early school leaving or seasonal adjustment. Adult presence should be for supervision purposes only.

### 3.5 Dietary Restrictions

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

### 3.6 Fasting

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

### 3.7 Religious Dress

"Dress Code" is the appropriate dress policy established by a school, and may include a school uniform. Such policies should be designed inclusively, taking into account common religious needs that may exist.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school's Dress Code.

Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- Crucifixes, Stars of David, etc.
- Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.



Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual's religious attire and there will be appropriate consequences for individuals who violate this rule.

### 3.8 Modesty Requirements for Dress in Physical Education Classes

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

### 3.9 Participation in Daily Activities and Curriculum

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines and activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

## 4.0 ***Limitations to Religious Accommodation***

The Board is committed to preventing and eradicating within its school community discrimination and harassment based on religion. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute.

The Board will limit practices or behaviour in its schools which may put public safety, health, or the human rights and freedoms of others at risk. As well, the Board will limit practices or behaviours in its schools that are in violation of other Board policies. These decisions will be made in accordance with the principles of the Ontario *Human Rights Code*.

References

Superior-Greenstone District School Board

Policy 535 Progressive Discipline and School Safety

Policy 535 Progressive Discipline and School Safety Management Guideline

Policy 536 Equity and Inclusive Education



## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>		535
<i>Board Approved:</i>	<i>Reviewed: January 25, 2010</i> <i>Interim Implementation</i> <i>for Bill 157: February 1, 2010</i>	<i>Review by December 2015</i>	
	January 22, 2008		

### ***POLICY***

The Provincial Code of Conduct, the Superior-Greenstone District School Board Code of Conduct and the *Education Act*, Ontario Regulation 472/07, and the following Policy Program Memorandum (PPM)

- PPM 128 (provincial and school board codes of conduct)
- PPM 141 (programs for long term suspension)
- PPM 142 (expulsion programs)
- PPM 133 (bullying prevention)
- PPM145 (progressive discipline)

together with the board's discipline policies and procedures create expectations for behaviour for all persons on school property. The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education PPM, and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.

Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. A principal may delegate some disciplinary responsibilities to a vice-principal and/or teacher of the school in accordance with the *Education Act*, Ministry of Education policies and board procedures. In such circumstances, the delegation of authority and the authority delegated will be clearly identified in board procedures, as will the supports available to individuals in receipt of the delegated authority.

To meet the goal of creating a safe, caring and accepting school environment, the Superior-Greenstone District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary. The board considers

- homophobia
- gender based violence
- harassment on the basis of
  - sex
  - gender identity
  - sexual orientation
  - race
  - colour
  - ethnicity
  - culture
  - citizenship
  - ancestry

- origin
- religion
- creed
- family status
- socio-economic status
- disability

and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.

The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.

Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and the Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.

#### Progressive Discipline

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently taken by schools to address behaviours that are contrary to provincial, board, and school codes of conduct which includes, but is not limited to:

- inappropriate sexual behaviour
- gender-based violence
- homophobia
- harassment on the basis of
  - sex
  - gender identity
  - sexual orientation
  - race
  - colour
  - ethnicity
  - culture
  - citizenship
  - ancestry
  - origin
  - religion
  - creed
  - family status
  - socioeconomic status
  - disability

and/or any other immutable characteristic or grand protected by the *Human Rights Code*.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports, and consequences must be consistent

with the expectations in the student's Individual Education Program (IEP) and or his/her demonstrated abilities.

It is the expectation of the board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists and speech and language pathologists, shall in accordance with board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The board and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

## **PROCEDURES**

### **1.0 Positive Practices**

In order to promote and provide for appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The board also encourages principals/designates to review and amend, as appropriate, IEPs, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

#### **1.1 Preventative practices include:**

- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs
- Mentorship programs
- Student success strategies
- Character education
- Citizenship development
- Student leadership; and
- Promoting healthy student relationships; and
- Healthy lifestyles

#### **1.2 Positive behaviour management practices may include:**

- Program modifications or accommodations
- Class placement
- Positive encouragement and reinforcement
- Individual, peer and group counselling
- Conflict resolution/ Dispute resolution
- Mentorship programs
- Promotion of healthy student relationships
- Sensitivity programs
- Safety Plans
- School, Board and community support programs; and
- Student success strategies

The board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the board supports the use of consequences.

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the board that, the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

## 2.0 **Progressive Discipline**

2.1 Progressive discipline **may include** early and/or ongoing intervention strategies such as:

- Contact with the pupil's parent(s) / guardian(s)
- Oral reminders
- Review of expectations
- Written work assignment with a learning component
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution; and/or
- Consultation

2.2 Progressive discipline **may also include** a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal
- Referral to a community agency for anger management or substance abuse counseling
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices; and/or
- Transfer

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Progressive Discipline and Safe Schools Procedures, the nature and severity of the behaviour, and the impact on the school climate.

The board also supports the use of suspension and expulsion as outline in Part XIII of the *Education Act* where a pupil has committed one or more of the infractions outline below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.

PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

### **3.0 Suspension**

- 3.1 The infractions for which a suspension may be imposed by the principal include:
  - 3.1.1 Uttering a threat to inflict serious bodily harm on another person;
  - 3.1.2 Possessing alcohol, illegal and/or restricted drugs;
  - 3.1.3 Being under the influence of alcohol;
  - 3.1.4 Swearing at a teacher or at another person in a position of authority;
  - 3.1.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
  - 3.1.6 Bullying
  - 3.1.7 Any act considered by the principal to be injurious to the moral tone of the school;
  - 3.1.8 Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
  - 3.1.9 Any act considered by the principal to be contrary to the board or school code of conduct.

A pupil may be suspended only once for an infraction and may be suspended for minimum of one (1) school day and a maximum of twenty (20) school days. Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with board procedures must be made when it is safe to do so.

A principal who suspends a pupil under section 306 shall make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the pupil is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

### **4.0 Mitigating and Other Factors**

Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal or designate shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

#### **4.1 Mitigating Factors**

The mitigating factors to be considered by the principal are:

- 4.1.1 Whether the pupil has the ability to control his/her behaviour;
- 4.1.2 Whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour, and
- 4.1.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

#### **4.2 Other factors to be considered are:**

- 4.2.1 The pupil's academic, discipline and personal history;
- 4.2.2 Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;

- 4.2.3 Whether the infraction for which the pupil might be discipline was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 4.2.4 The impact of the discipline on the pupil's prospects for further education;
- 4.2.5 The pupil's age;
- 4.2.6 Where the pupil has an IEP, or disability related needs;
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided, and;
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct, and;
- 4.2.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school

## 5.0 **Expulsion**

Under the safe schools changes that came into effect on February 1, 2008, the principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

- 5.1 The infractions for which a principal **may consider** recommending to the board that a pupil be expelled from the pupil's school or from all schools of the board include:
  - 5.1.1 Possessing a weapon, including possessing a firearm;
  - 5.1.2 Using a weapon to cause or to threaten bodily harm to another person;
  - 5.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - 5.1.4 Committing sexual assault;
  - 5.1.5 Trafficking in weapons, illegal or restricted drugs;
  - 5.1.6 Committing robbery;
  - 5.1.7 Giving alcohol to a minor;
  - 5.1.8 An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental being of others;
  - 5.1.9 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
  - 5.1.10 Activities engaged in by the pupil on or off school property that causes the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
  - 5.1.11 Activities engaged in by the pupil on or off school property that have caused extensive damages to the property of the Board or to goods that are/were on Board property;
  - 5.1.12 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
  - 5.1.13 Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.
  - 5.1.14 Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or serious breach of the board or school code of conduct.

The principal and the Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with the board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with board procedures must be made when it is safe to do so.

#### 5.2 Mitigating Factors and Other Factors

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

For the purpose of the Progressive Discipline and School Safety Procedures, the board interprets the provision of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

If, on concluding the investigation, the principal decides not to recommend to the board that the pupil be expelled, the principal shall:

- a) confirm the suspension and the duration of the suspension
- b) confirm the suspension but short its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
- c) withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

#### 5.3 Principal Investigation

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal **must complete** an investigation, consistent with the expectations of the *Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the board's Progressive Discipline and School Safety Procedures.

### 6.0 ***Appeal***

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the *Human Rights Code*, the board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

### 7.0 ***Superintendent Responsible for Student Discipline***

The Superintendent of Education shall have the procedural powers and duties outlined in the Progressive Discipline and School Safety-Procedures.

### 8.0 ***Discipline Committee***



The board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Progressive Discipline and School Safety Procedures, Suspension Appeal Guidelines, and Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers necessary and shall consider the Human Rights Code of Ontario prior to implementing any appropriate order.

## **9.0 Victims of Serious Student Incidents**

The board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, board, and school codes of conduct. The principal or designate is required to provide information, in accordance with board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is *NOT of the opinion* that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The board shall develop appropriate plans to protect the victim and will communicate to parent(s)/guardian(s) of victims information about the plan and a method of identifying dissatisfaction with the steps taken to provide support to the victim.

### **References**

The Education Act;      Keeping our Kids Safe at School (Bill 157) 2009

The Trespass Act;      The Child and Family Services Act;

Superior-Greenstone DSB Board Policies:

101 - Vision Statement	102 - Mission Statement	103 – Goal Statement
301 - Student Transportation	501 – Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
516 - Safe Arrivals Program	520 - Safe Schools	



## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

<i>Section</i>	SCHOOLS AND STUDENTS			
<i>Management Guideline</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY PROCEDURES			
<i>Applicable Policy</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY PROCEDURES			535
<i>Board Approved :</i>		<i>Interim Implementation for Bill</i>		<i>Review by: December 2015</i>
January 22, 2008		157, February 1, 2010		

The Provincial Code of Conduct, the Superior-Greenstone District School Board, Safe Schools Code of Conduct, the *Education Act*, Ontario Regulation 472/07, Policy Program Memorandum (PPM) 128 (Provincial and school board codes of conduct), 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention) and 145 (progressive discipline), together with the board's discipline policies create expectations for behaviour for all persons on school property and outline strategies to be taken to address incidents, including imposing appropriate consequences for pupils.

This procedure outlines the expectations for the process to be used by the board when imposing appropriate consequences for pupils.

The process set out in these procedures shall be informed by and implemented in accordance with the principles of equity and inclusion articulated in PPM 119 (equity and inclusive education).

The *Human Rights Code* of Ontario has primacy over provincial legislation and policies, as well as school board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

### ***DEFINITIONS***

The following definitions apply for the purposes of pupil discipline.

***“Administrator”*** – includes a superintendent, principal or vice-principal with responsibility for the school in question.

***“Adult pupil”*** – is a pupil who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

***“Board employees who work with pupils”*** – is defined to include administrators, teachers, educational assistants, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the board's pupils.

***“Board expulsion”*** – is an expulsion from all schools of the Board.

***“Bullying”*** – is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

**“Daily care”** – a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a pupil who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

**“Discipline Committee”** – a committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

**“Disproportionate impact”** – is created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the *Human Rights Code*.

**“Harassment”** – words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the *Human Rights Code*.

**“Manifestation of a pupil’s disability”** – is behaviour that results from a pupil’s disability and that a pupil does not intend.

**“Parent/guardian”** – where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an Adult Pupil.

**“Immutable Characteristic”** – are characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

**“Impact on school climate”** - an incident or activity which has a negative impact on the school community.

**“Primacy of the Code”** – in a circumstance in which there is a conflict between provincial law, such as the *Education Act*, regulations, Policy Program Memoranda, school board policies and procedures, and the *Human Rights Code* of Ontario, the *Human Rights Code* is deemed to be more important and the inferior law must be applied in a manner consistent with the *Human Rights Code* (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the *Human Rights Code* also requires school board policies and procedures to be interpreted and applied in a manner consistent with the *Human Rights Code*.

**“Racialized student”** – is a student who may experience social inequities on the basis of race, colour, and/or ethnicity.

**“School climate”** – the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

**“School community”** - the school community is composed of staff, pupils, parents, and volunteers of the school and feeder schools as well as the community of people and businesses that are served by or located in the greater neighbourhoods of the school.

**“School expulsion”** – is an expulsion from the school of the Board that the pupil was attending at the time of the incident.

**“Superintendent”** – shall be consistent with and have the meaning attributed to Supervisory Officer in the *Education Act* and regulations.

**“Superintendent Responsible for Student Discipline”** – means the supervisory officer delegated authority regarding procedural issues related to suspension appeals and expulsions.

**“Teacher-in-Charge”** – is a teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration. This includes, a principal’s designate and or teacher who is appointed and/or assigned temporarily to act as the ‘teacher-in-charge’. The responsibilities associated with the delegation of authority to a vice-principal is distinct from the responsibilities associated with the delegation of authority to a ‘teacher-in-charge’ under the Ed. Act and is so noted in this policy in sections 9.0, 9.1,9.2.

**“Undue Hardship”** – is the standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

**“Weapon”** – is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

## 1.0 ***Progressive Discipline***

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school.

Progressive discipline is most effective when dialogue between the school and home regarding pupil achievement, behaviour and expectations is open, courteous and focused on pupil success. It is an expectation of the Board that principals, vice-principals and teachers-in-charge consult with parents prior to imposing any pupil specific progressive discipline preventative measures, positive behaviour management strategies or progressive discipline consequences.

Each school is required to develop and implement a school-wide progressive discipline policy, consistent with the Board Student Discipline Policy and Student Discipline Procedures and the *Human Rights Code*.

Each school is also required to ensure that bullying prevention plans include: (1) awareness raising strategies (2) support strategies, including plans to protect victims; and (3) reporting requirements (please refer to the Bullying Prevention Policy and Procedures). In addition, teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which is to be implemented in a manner consistent with the principles of equity and inclusion.

The teacher, principal or designate should select the most appropriate response to address the pupil’s behaviour. Where a pupil has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the pupil, including those in the pupil’s Individual Education Plan, Behaviour Management Plan and/or Safety Plan.

Progressive discipline includes the use of early and ongoing prevention, intervention strategies and strategies to address inappropriate behaviour. Pupils’ parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

### 1.1 Prevention Strategies

Board employees who work with pupils are expected to support pupils to achieve their potential.

Prevention strategies include supporting pupils, student councils and/or school councils that wish to participate in pupil led alliances or other alliances and/or activities promoting healthy relationships.

Where a pupil has reported harassment, bullying or violence as a result of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or inappropriate sexual behaviour, that pupil shall be supported by the school with the provision of contact information about professional supports, such as community agencies, public health facilitates, and telecommunications forums, such as a help-phone-line or website, that the pupil may access directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships.

In accordance with Policy Program Memorandum 149, schools shall be required by the Board to work with agencies and/or organizations in their community that have professional expertise with respect to issues of gender based violence, sexual assault, homophobia and inappropriate sexual behaviour. A current list of community contacts will be created and maintained electronically by the Board and made available to all schools, staff and pupils on the Board's internet and intranet websites. A Protocol outlining the process for entering into a Memorandum of Understanding with an appropriate community agency and/or organization shall be made available to schools.

Schools shall provide public health units under the responsibility of the local officer of medical health the ability to deliver their mandated public health curriculum.

The Board also expects principals/vice-principals to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every pupil with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

Other preventative practices include:

- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.

Consistent with Policy Program Memorandum 149, the Board will also ensure that parents of pupils are aware of the supports available for the linguistic, ethno-cultural and disability related needs of pupils and their immediate families. By . .

#### 1.2 Positive Practices

In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support pupils to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;

- Positive encouragement and reinforcement;
- Individual, peer and group counselling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized pupils and/or pupils with disabilities.

### 1.3 Early and Ongoing Intervention Strategies – Progressive Discipline Consequences

A teacher or the principal or vice-principal, as appropriate, may utilise early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours. These may include:

- Contact with pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Referral to counselling; and/or
- Consultation between two (2) or more of the parties.

In all cases where ongoing intervention strategies are used, the pupil's parents/guardians should be consulted.

The teacher, principal or vice-principal should keep a record for each pupil with whom intervention strategies are utilized. The record should include:

- Name of the pupil;
- Date of the incident or behaviour;
- Nature of the incident or behaviour;
- Progressive discipline approach used;
- Outcome; and/or
- Contact with the pupil's parent/guardian (unless the pupil is an adult pupil).

### 1.4 Addressing Inappropriate Behaviour

If a pupil has displayed inappropriate behaviour the principal or vice-principal may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.

Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:

- 1.4.1 Any act considered by the principal to be injurious to the moral tone of the school;
- 1.4.2 Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
- 1.4.3 Any act considered by the principal to be contrary to the Board or school Code of Conduct.

If a pupil has engaged in inappropriate behaviour and it is the first time that the pupil has engaged in such behaviour, the principal or designate may choose to use a progressive discipline strategy to address the infraction.

Interventions may include:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse, counselling/intervention;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and
- Transfer to another class or school.

In some cases, short-term suspension may also be considered a useful progressive discipline approach.

#### 1.5 Factors to Consider Before Deciding to Utilize a Progressive Discipline Consequence to Address Inappropriate Behaviour

Before applying any progressive discipline consequence, the principal/vice-principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation to the point of undue hardship is required.

In all cases where a progressive discipline consequence is being considered to address an inappropriate behaviour, the principal or vice-principal must:

- 1.5.1 Consider the particular pupil and circumstances, including considering the mitigating or other factors;
- 1.5.2 Consider the nature and severity of the behaviour;
- 1.5.3 Consider the impact of the inappropriate behaviour on the school climate; and
- 1.5.4 Consult with the pupil's parent(s)/guardian (unless the pupil is an adult pupil).

#### 1.6 Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

- 1.6.1 Whether the pupil has the ability to control his or her behaviour;
- 1.6.2 Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- 1.6.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other Factors to be Considered

- 1.6.4 The pupil's academic, discipline and personal history;



- 1.6.5 Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 1.6.6 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason related to an immutable characteristic;
- 1.6.7 The impact of the discipline on the pupil's prospects for further education;
- 1.6.8 The pupil's age;
- 1.6.9 Where the pupil has an IEP or disability related needs,
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 1.6.10 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

Exclusion from the school pursuant to section 265(1)(m) of the *Education Act* is not acceptable for discipline purposes or as an alternative to discipline, and may only be effected following consultation with the superintendent and in accordance with the *Education Act* and consistent with the *Human Rights Code*.

#### 1.7 Record

The principal or vice-principal should keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:

- Name of the pupil;
- Date of the incident or behaviour;
- Nature of the incident or behaviour;
- Considerations taken into account;
- Progressive discipline approach used;
- Outcome; and
- Contact with the pupil's parent/guardian (unless the pupil is an adult pupil).

## 2.0 **Responding to Incidents**

The Board is committed to supporting safe learning and teaching environments in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as any other behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate, if in the employee's opinion, it is safe to do so. Such behaviour includes all inappropriate and disrespectful behaviour (e.g. swearing, homophobic or racial slurs, sexist comments or jokes, graffiti), as well as those incidents that

must be considered for suspension or expulsion. It is not necessary to report incidents to the principal that fall below the threshold for suspension or expulsion.

For incidents where suspension or expulsion would not be considered, but the board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, Board employees who work with pupils shall respond to any such inappropriate and disrespectful behaviour as well as any other behaviour that causes a negative impact on school climate or for which a suspension or expulsion may be imposed, that they have observed or heard during the course of their duties or otherwise while on school property or during a school related event. Immediate risk to an individual includes the Board employee, the pupils involved, other pupils, other staff and members of the community who might be impacted as a result of the behaviour being exhibited or because the Board employee who works with pupils cannot leave unattended another pupil(s) in order to respond.

Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the pupil might exhibit or about which the employee might be aware. Responses may include one or more of:

- asking the pupil to stop the behaviour;
- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate;
- modelling appropriate communication;
- asking the pupil for a correction of their behaviour by restating or rephrasing their comments;
- asking the pupil to apologize for their behaviour;
- asking the pupil to promise not to repeat their behaviour;
- asking the pupil to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful; and
- where applicable, identifying the application of the *Human Rights Code*.

A response by the staff to the incident shall not prevent or preclude the principal or vice-principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools. Unless the behaviour is such that it must be considered for suspension or expulsion, a response is sufficient – it is not required that these incidents be reported to the principal. For incidents where suspension or expulsion would not be considered, but the board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible.

Where, in the opinion of the Board employee who works with pupils, the behaviour observed or heard might lead to suspension or suspension and a recommendation for expulsion, the employee must report the behaviour orally to the principal or designate at the earliest opportunity and again in writing before the end of the school day. The employee shall follow the procedures outlined for reporting incidents when reporting in writing.

### **3.0. Reporting Suspension and Expulsion Infractions to the Principal**

3.1 The infractions for which a suspension may be imposed by the principal include:

- 3.1.1 Uttering a threat to inflict serious bodily harm on another person;
- 3.1.2 Possessing alcohol, illegal and/or restricted drugs;
- 3.1.3 Being under the influence of alcohol;
- 3.1.4 Swearing at a teacher or at another person in a position of authority;
- 3.1.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- 3.1.6 Bullying;



- 3.1.7 Any other activity for which a pupil may be suspended under a policy of the board.
- 3.2 The infractions for which a principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:
  - 3.2.1 Possessing a weapon, including possessing a firearm or knife;
  - 3.2.2 Using a weapon to cause or to threaten bodily harm to another person;
  - 3.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - 3.2.3 Committing sexual assault;
  - 3.2.4 Trafficking in weapons, illegal or restricted drugs;
  - 3.2.5 Committing robbery;
  - 3.2.6 Giving alcohol to a minor;
  - 3.2.7 Any other activity for which a pupil may be suspended under a policy of the board.

When a board staff member or transportation provider becomes aware of an incident that must be considered for suspension or expulsion by the principal, board employees must report this to the principal and confirm their report in writing. Whether or not the behaviour leads to a suspension/expulsion is for the principal to determine, not for the staff to weigh.

Ministry policy states that the employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal by the end of the school day. The report is to be confirmed in writing in a timely manner, using the Safe Schools Incident Reporting form – Part 1. [\(attached as Appendix 1A\)](#)

Note that reporting does not replace conversations between the employee and the principal. The principal and the employee are encouraged to talk about the incident regardless of action taken. The purpose of reporting incidents is to ensure that the principal/vice-principal is aware of the behaviour.

Once the Form is received, the principal/vice-principal will assign a report number to the Form and acknowledge the receipt of the Form in writing by returning to the employee or transportation provider Safe Schools Incident Reporting Form – Part 2, [\(attached as Appendix 1B\)](#). On the Form the principal or vice-principal will identify whether or not action was taken. No information identifying pupils will be included on Form – Part 2.

When Form – Part 2 identifies that no action has been taken, the employee or transportation provider shall destroy their copy of Form – Part 2. The principal/vice-principal shall retain their copy of the Form – Part 1 for the balance of the school year, and the following school year, at which time it shall be destroyed unless the matter has become the subject of a proceeding, including an Application to the Human Rights Tribunal of Ontario, in which case Form – Part 2 shall be retained until the proceeding is finally decided.

Where the Form – Part 2 indicates that action has been taken, the employee or transportation provider may destroy the Form – Part 2, but if they choose to retain it, it must be retained in a secure location for at least twelve (12) months.

In circumstances in which action is taken by the principal or vice-principal with respect to the alleged incident and pupil who has been disciplined, a copy of Form – Part 1 shall be filed in that pupil's Ontario Student Record (OSR) for at least the balance of the school year and for the following school year, unless the Form – Part 1 is removed from the OSR in accordance with s.266 of the *Education Act*, or as the result of a suspension review, suspension appeal, expulsion appeal, or settlement or final determination of an appeal/review/proceeding/action/claim/application. The principal/vice-principal shall ensure that all information contained in the Form – Part 1 that could identify other pupils has been redacted (removed/blacked-out) before it is filed in the OSR of the pupil who has been disciplined. When

action is taken against more than one pupil, the Form – Part 1 shall be filed in each pupil's OSR, as above, with all identifying information about other pupils redacted.

In circumstances where the victim has also demonstrated inappropriate behaviour during the same incident and the principal or vice-principal has responded to the victim's inappropriate behaviour with progressive discipline short of suspension, the Form – Part 1 should only be filed in the victim's OSR if the parents of the victim have been informed of the incident and the victim's behaviour and the progressive discipline measures that have been taken. Where the parents have not been informed by the principal or vice-principal of the victim's actions, a copy of the Form – Part 1 shall NOT be filed in the victim's OSR.

Where the victim has NOT demonstrated any inappropriate behaviour during the incident, the Form – Part 1 shall only be filed in the victim's OSR, with the consent of the victim's parent/guardian if the victim is not an adult pupil. If the victim is an adult pupil, the victim's consent is required before Form – Part 1 is filed in his/her OSR.

If Form – Part 1 has been filed in the victim's OSR, it should be retained for the balance of the school year in which the incident occurred as well as the following school year, unless it is removed pursuant to section 266 of the *Education Act* or as a result of a suspension review, suspension appeal, expulsion appeal, or settlement or final determination of an appeal/review/proceeding/action/claim/application.

In circumstances where Form – Part 1 is destroyed, it must be destroyed in a manner that protects the privacy of all personal information that may be contained therein.

In circumstances where Form – Part 1 is retained but not filed in a pupil's OSR, it must be stored in a secure cabinet, and measures must be taken to ensure access is limited and that all personal information is protected as private. Where a proceeding has been undertaken or an application has been made to the Human Rights Tribunal of Ontario, the Form – Part 1 shall be retained until such proceeding or application has been finally resolved.

Each year the principal shall review with all staff their duty to report as outlined above. This review shall include instructions regarding the completion of the Form – Part 1 and the receipt and destruction of the Form – Part 2.

#### **4.0 Notification**

##### **4.1 Notifying the Parent/Guardian**

Following an incident for which the principal shall be considering imposing a suspension or making a recommendation for expulsion or for which a vice-principal is considering a suspension of five(5) or fewer days, the principal or vice-principal shall provide information to the parent/guardian of the victim, unless in the opinion of the principal or vice-principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the victim's best interest, or the victim is an adult pupil. Where the victim is an adult pupil, the principal or vice-principal shall inform the parent/guardian only with the victim's consent.

The *Education Act* states that the principal shall disclose,

- (a) the nature of the activity that resulted in harm to the pupil;
- (b) the nature of the harm to the pupil; and
- (c) the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity.

The principal **must** say that the student was suspended, if that is the progressive discipline that has been applied. It is not necessary for the principal to say for how many days a student was suspended.

The same would be true for other forms of progressive discipline, in that details are not necessary, but the type of discipline must be explained.

The *Education Act* states that the principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm.

The principal or vice-principal may communicate to the victim's parent/guardian any school wide initiatives that have been or will be implemented as a result of the incident and/or other similar incidents. Where the pupil(s) disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

In addition, where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the principal or vice-principal shall share contact information about professional supports such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website, that the victim and the victim's parent/guardian may access for information, assistance and support. The principal or vice-principal shall, as appropriate, recommend a referral for the pupil to receive social work support.

A written list of community contacts will be made available to the victim and/or the victim's parent/guardian. This list shall also be available on the Board's website. If the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim and/or the victim's parent/guardian in a form accessible to the parent/guardian.

The information about supports for the pupil provided to the parent/guardian shall be summarized in written form, which shall also include a copy of the contact information for the superintendent. A copy of the written summary, including a copy of any Safety Plan, shall be provided to the parent/guardian and the superintendent.

The principal or vice-principal shall also inform the parent/guardian that, if the parent/guardian is NOT satisfied with the measures being taken to protect and support the victim, the parent/guardian may contact the superintendent to request a review of the measures being taken by the school.

#### 4.2 Not Notifying a Parent/Guardian

Where, in the opinion of principal/ vice-principal/teacher-in-charge, providing information to the victim's parent/guardian would put the victim at risk of harm, such that notification would not be in the victim's best interests, or where the victim is an adult pupil and does NOT consent to his/her parent/guardian being informed, the principal/vice-principal/teacher-in-charge shall not inform the victim's parent/guardian. A teacher-in-charge shall report to the Administration at the earliest opportunity the reason(s) why notification was not provided to the parent/guardian. The principal or vice-principal shall:

- 4.2.1 Consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, make a report to the Children's Aid Society, and if in doubt, the principal or vice-principal shall make a no-names call to CAS to inquire about the appropriateness of making a report;
- 4.2.2 document in the Student Information System why the parent/guardian was not notified;
- 4.2.3 inform his/her superintendent that the parent/guardian was not informed and why;
- 4.2.4 inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice-principal of the potential for harm, that the parent/guardian was not informed and why; and
- 4.2.5 inform other staff working to support the pupil, as appropriate.

The principal or vice-principal shall inform the victim of the steps being taken by the school to protect the victim's safety. These measures might include a Safety Plan and the implementation of prevention strategies identified in this procedure. Where the victim has been harassed, bullied or suffered violence as a result of one or more immutable characteristics, including any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the principal or vice-principal shall provide the victim with contact information about professional supports, such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website, that the victim may access for information, assistance and support. Supports might include *Kids Help Phone* and the *Lesbian, Gay, Bisexual and Transgendered Youth Line*. A written list of community contacts shall be provided to the victim and the victim shall be informed that the list is available on the Board's website. Where the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim in a form most accessible to the victim.

Where the pupil who has been disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

## **5.0 Suspension of Pupil**

### **5.1 Suspension Infractions**

When a principal/vice-principal's investigation of an incident, which should include consultation with the adult pupil or the pupil's parent/guardian and pupil, determines that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal or vice-principal (for infractions not attracting more than five (5) days suspension) shall consider whether that pupil should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

The principal or vice-principal will also contact the police consistent with the Police and School Response Protocol if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her superintendent.

The infractions for which a suspension may be imposed by the principal include:

- 5.1.1 Uttering a threat to inflict serious bodily harm on another person;
- 5.1.2 Possessing alcohol, illegal and/or restricted drugs;
- 5.1.3 Being under the influence of alcohol;
- 5.1.4 Swearing at a teacher or at another person in a position of authority;
- 5.1.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- 5.1.6 Bullying;
- 5.1.7 Any other activity for which a pupil may be suspended under a policy of the board.

A pupil may be suspended only once for any incident of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Suspensions should be applied in the least restrictive manner possible to be effective and so as not to add to the historical disadvantage of racialized pupils and/or pupils with disabilities.

### **5.2 Factors to Consider Before Deciding to Impose a Suspension**

Before deciding whether to impose a suspension, or some other form of discipline, a principal or vice-principal (in case of suspension for five (5) or fewer days) will make every effort to consult with the pupil, where appropriate, and the pupil's

parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

Before applying any progressive discipline consequence, including suspension, the principal/vice-principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation to the point of undue hardship is required.

### 5.3 Mitigating Factors

The mitigating factors to be considered by the principal or vice-principal before deciding whether to impose a suspension are:

- 5.3.1 Whether the pupil has the ability to control his or her behaviour
- 5.3.2 Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- 5.3.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal or vice-principal shall not suspend the pupil. Other progressive discipline and/or other intervention may be considered by the principal or vice-principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal shall consult with his/her superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

### 5.4 Other Factors to be Considered

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal or vice-principal shall consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

- 5.4.1 The pupil's academic, discipline and personal history;
- 5.4.2 Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 5.4.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or other immutable characteristic or harassment for any other reason;
- 5.4.4 The impact of the discipline on the pupil's prospects for further education;
- 5.4.5 The pupil's age;
- 5.4.6 Where the pupil has an IEP or disability related needs,
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 5.4.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

### 5.5 Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal or vice-principal shall consider the following:

5.5.1 Whether the teacher, principal or vice-principal has utilised early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:

- contact with the pupil's parent(s)/guardian(s);
- oral reminders;
- review of expectations;
- written work assignments with a learning component;
- assigning the pupil to volunteer services to the community;
- conflict mediation and resolution;
- peer mentoring;
- referral to counselling; and/or
- consultation between two (2) or more of the parties.

5.5.2 Whether the principal or designate has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:

- meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
- referral of pupil to a community agency for anger management or substance abuse counselling;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer to another class or school.

#### 5.6 Factors Mitigating Decision to Suspend

The mitigating and other factors, noted above, may be applied to mitigate the decision to suspend or may be applied mitigate the length of the suspension imposed. In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the pupil, the principal or vice-principal may consider whether other progressive discipline and/or other intervention is appropriate in the circumstances.

#### 5.7 Consultation

Before imposing a suspension of eleven (11) or more school days, the principal shall consult with the superintendent regarding:

5.7.1 Whether or not accommodation pursuant to the *Human Rights Code* has been considered, and where applicable, applied to the point of undue hardship;

5.7.2 The investigation undertaken;

5.7.3 The circumstances of the incident;

5.7.4 Whether or not one or more of the factors outlined above are applicable in the circumstances; and

5.7.5 The appropriate length of the suspension.

#### 5.8 School Work

A pupil who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the adult pupil's designate or the pupil's parent/guardian or designate the day the pupil is suspended, if the pupil is suspended for one (1) school day. Where the pupil has been suspended for two (2) or more school days the principal or vice-principal shall ensure that the school work provided to the pupil will be available the day the pupil is suspended or the following school day.



In addition to receiving school work for the first five (5) school days of suspension, a pupil who is subject to a suspension of six (6) or more school days must be assigned an alternative program for pupils subject to lengthy suspension (ASP). A pupil participating in an ASP is not considered to be engaging in school or school-related activities.

#### 5.9 Procedural Steps When Imposing a Suspension

Where a principal (or vice-principal in circumstances of a suspension for five (5) or fewer days) has determined that it is appropriate in the circumstances to impose a suspension, the principal or vice-principal is required to effect the following procedural steps:

- 5.9.1 Within 24 hours of the decision, the principal or vice-principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension;
- 5.9.2 The principal or vice-principal must inform the pupil's teacher(s) of the suspension;
- 5.9.3 The principal or vice-principal in conjunction with the pupil's teacher(s) must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
- 5.9.4 The principal or vice-principal must provide written notice of the suspension to the pupil, the pupil's parent/guardian (unless the pupil is an adult pupil) and the superintendent;
- 5.9.5 The written notice of suspension will include:
  - a) The reason for suspension;
  - b) The duration of the suspension, including the pupil's date of return to school;
  - c) Information about the ASP the pupil is assigned to, where the pupil is suspended for six (6) or more school days;
  - d) Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Superintendent Responsible for Student Discipline ([see suspension letter template attached as Appendix 3](#))
- 5.9.6 Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or pupil's parent/guardian or designate to pick-up from the school the following school day.
  - a) If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
  - b) If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
- 5.9.7 Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, consideration should be given to filling out and filing a Violent Incident Form in the pupil's Ontario Student Record. ([see the Board's Violent Incident Form attached as Appendix 4](#))

#### 5.10 Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the ASP commences, whichever is earlier, and will be assigned an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program or ASP). The principal or vice-principal shall communicate to the adult pupil or parent/guardian the purpose and nature of the ASP.

A pupil cannot be compelled to participate in an ASP. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an ASP, the pupil will continue to be provided with school work consistent with the Ontario curriculum or that pupil's modified or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent/guardian or designate at regular intervals during the suspension period. In circumstances where the school work is not picked up, the principal should contact the adult pupil or the pupil's parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.

A Student Action Plan (SAP) shall be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an ASP.

Agreement or refusal to participate in an ASP may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an ASP, the principal or vice-principal shall record the date and time of such refusal.

#### 5.11 Planning Meeting

For pupils subject to a suspension of six (6) or more school days who choose to participate in an ASP, the principal or vice-principal of the school shall hold a planning meeting for the purpose of developing the SAP.

- a) The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting. The adult pupil or pupil's parent/guardian shall be invited for the purpose of providing input.
- b) The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP.
- c) If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.
- d) During the planning meeting the principal or vice-principal shall review the issues to be addressed in the pupil's SAP.

#### 5.12 Student Action Plan

A pupil subject to suspension for eleven (11) or more school days shall be provided with both academic and non-academic supports, which shall be identified in the pupil's SAP. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available.

- a) The SAP shall be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, CYW and/or social worker.
- b) The principal will make every effort to complete the SAP within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP.
  - i) This timeline will be communicated to the adult pupil and/or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
  - ii) The principal must ensure that the pupil is provided with school work until the SAP is in place.
- c) Once completed, the SAP will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.
- d) A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.



- e) The SAP will identify:
- The incident for which the pupil was suspended;
  - The progressive discipline steps taken prior to the suspension, if any;
  - Any other discipline measures imposed in addition to the suspension;
  - Any other disciplinary issues regarding the pupil that have been identified by the school;
  - Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
  - Any program(s) or service(s) that might be provided to address those learning or other needs
  - The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
  - Where the pupil has an IEP and/or disability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
  - The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
  - The measurable goals the pupil will be striving to achieve during the period of suspension.

#### 5.13 Suspension Appeal Process

The adult pupil or the pupil's parent/guardian may appeal a suspension.

All suspension appeals will be received by the Superintendent Responsible for Student Discipline.

- An appeal of a suspension does not stay the suspension.
- A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
  - An individual who appeals a suspension may argue that his/her rights pursuant to the *Human Rights Code* have been infringed.
  - In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the *Human Rights Code* have been infringed.
- The board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

Upon receipt of written notice of the intention to appeal the suspension, the Superintendent Responsible for Student Discipline:

- 5.13.1 Will promptly advise the school principal of the appeal;
- 5.13.2 Will promptly advise the adult pupil or the pupil's parent/guardian that a review of the suspension will take place and invite the appellant to contact the Superintendent Responsible for Discipline to discuss any matter respecting the incident and/or appeal of the suspension; ([see the template letter at Appendix 5](#))
- 5.13.3 Will review the suspension (reason, duration, any mitigating or other factors, whether or not the *Human Rights Code* should be or was appropriately applied);
- 5.13.4 May consult with the principal and superintendent regarding modification or expunging the suspension;
- 5.13.5 Will request a meeting with the adult pupil or the pupil's parent/guardian and the principal to narrow the issues and try to effect a settlement, and arrange a date for the appeal before the Discipline Committee;
- 5.13.6 Will, where a settlement is not effected, provide notice of the review decision to the adult pupil or pupil's parent/guardian. ([see the template letter at Appendix 6](#))

Where the suspension is upheld on review and the adult pupil or pupil's parent/guardian chooses to continue with the appeal, the Superintendent Responsible for Student Discipline will:

- 5.13.7 Coordinate the preparation of a written report for the Board. This report will contain at least the following components:
  - a) A report prepared by the principal regarding the incident, the rationale for suspension and how the principles of equity and inclusion were applied;
  - b) A copy of the original suspension letter;
  - c) A copy of the letter requesting the Suspension Appeal; and
  - d) A copy of the correspondence with respect to the decision of the Superintendent Responsible for Student Discipline regarding the suspension review.
- 5.13.8 The adult pupil or the pupil's parent/guardian of the date of the Suspension Appeal, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Discipline Committee. ([see the letter template attached as Appendix 7](#))
- 5.13.9 That the item is placed on the Discipline Committee's agenda.
- 5.13.10 Parties in an appeal to the Discipline Committee shall be:
  - a) The principal; and
  - b) The adult pupil or the pupil's parent/guardian, if they appealed the decision.

5.14 Suspension Appeal before the Discipline Committee of the Board

Suspension appeals will be heard orally, *in camera*, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care the authority to make submissions on behalf of the pupil. An adult pupil or pupil's parent/guardian may bring legal counsel, an advocate or support person with them to the appeal.

- 5.14.1 The appellant and/or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
- 5.14.2 The pupil will be asked to make a statement on his/her own behalf.
- 5.14.3 The superintendent for the school and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The superintendent/principal may rely on the report prepared for the Discipline Committee.
- 5.14.4 The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.
- 5.14.5 The Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification.

Adult pupils or a pupil's parent/guardian may be represented by legal counsel or attend with an advocate/agent or the support of a community member

Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent.

The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.

Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.

The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society and whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:

- a) Confirm the suspension and its duration; or
- b) Confirm the suspension but shorten its duration and amend the record, as necessary; or
- c) Quash the suspension and order that the record be expunged; or
- d) Make such other appropriate order.

The decision of the Discipline Committee is final. The decision shall be communicated to the appellant in writing. ([see the template letters as Appendix 8A](#) and also [Appendix 8B](#))

5.15 Re-Entry

Following a suspension of six (6) or more school days, a re-entry meeting will be held with school and board staff, the pupil, and the pupil's parent/guardian if possible, to provide positive and constructive redirection for the pupil. Where the pupil has participated in an ASP, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the adult pupil or the pupil's parent/guardian and pupil. Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.

5.16 Transfer to a Another School

Following an incident at the school, it might be necessary to transfer to another school the pupil who has been disciplined or victim for safety reasons and/or for compliance with an Order of the Court or police restrictions. To the extent possible, the pupil who has been disciplined rather than the victim should be transferred.

The decision to transfer a student to another school shall only be made by a superintendent in consultation with the sending and receiving school principals and shall be made only where it is consistent with the *Human Rights Code*.

When it has been determined that a pupil will be transferred to another school, the principal or vice-principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the principal/ designee's opinion to ensure a successful transition, which might include where appropriate, referrals for social work support, CYW support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the pupil has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the Student Action Plan (SAP) developed for suspension purposes.

The principal or vice-principal of the sending school shall invite the adult pupil or parent/guardian and the pupil, where appropriate, to a meeting with representatives from both schools for the purpose of reviewing the Transition Plan, including the timeline for transition and the provision of school work prior to transition in circumstances where the pupil is not subject to an SAP and will not be attending school during the intervening period, to obtain any necessary consents for support services, and to respond to any questions or concerns identified by the receiving school and/or the parent/guardian or pupil. Teaching and support staff of the receiving school who will be working with the pupil once the pupil has transferred should be in attendance, where possible.

All individuals attending the meeting must be informed by the principal or vice-principal at the outset that the information shared during the meeting is personal information that

must be kept confidential pursuant to the *Municipal Freedom of Information and Protection of Privacy Act* and/or *Education Act*.

## **6.0. Expulsion of Pupils**

Principals are required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school board. This provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

The principal shall also contact the police consistent with the Police and School Response Protocol if the infraction the pupil is suspected of committing requires such contact. The principal shall consult with his or her superintendent.

The enumerated activities are:

- a) Possessing a weapon, including possessing a firearm or knife;
- b) Using a weapon to cause or to threaten bodily harm to another person;
- c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) Committing sexual assault;
- e) Trafficking in weapons, illegal and/or restricted drugs;
- f) Committing robbery;
- g) Giving alcohol to a minor;
- h) Any other activity for which a pupil may be suspended under a policy of the board.

### **6.1 Mitigating Factors and Other Factors**

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

The principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent/guardian, if the pupil is not an adult pupil, to assist to identify whether any mitigating factors might apply in the circumstances. However, despite consultation, the identification of mitigating and other factors remains the responsibility of the principal.

The mitigating factors to be considered by the principal in determining the length of the suspension and in determining whether to recommend expulsion are:

- 6.1.1 Whether the pupil has the ability to control his or her behaviour;
- 6.1.2 Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- 6.1.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal or vice-principal shall consider whether the following factors mitigate the length of the suspension or the decision to recommend expulsion as a form of discipline for the pupil:

- 6.1.4 The pupil's academic, discipline and personal history;
- 6.1.5 Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;

- 6.1.6 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or other immutable characteristic or harassment for any other reason;
- 6.1.7 The impact of the discipline on the pupil's prospects for further education;
- 6.1.8 The pupil's age;
- 6.1.9 Where the pupil has an IEP or disability related needs,
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 6.1.10 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the Board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.

PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

## 6.2 Suspension Pending Recommendation for Expulsion

If the pupil is suspended pending an investigation to determine whether expulsion will be recommended, mitigating and other factors must be considered in determining the length of the suspension which can be for one (1) to (20) twenty school days.

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension.

## 6.3 Procedural Steps When Imposing a Suspension

When imposing a suspension the principal is required to affect the following procedural steps:

- 6.3.1 Within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension;
- 6.3.2 The principal must inform the pupil's teacher(s) of the suspension;
- 6.3.3 The principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil and the superintendent. The written notice of suspension will include:
  - a) The reason for suspension;
  - b) The duration of the suspension;
  - c) Information about the program for suspended pupils the pupil is assigned to;
  - d) Information about the investigation the principal is conducting to determine whether to recommend expulsion;
  - e) A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion, and if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Discipline Committee,

and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing. ([see the template letter at Appendix 9](#))

- 6.3.4 Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or the pupil's parent/guardian or designate to pick-up from the school the following school day.
- a) If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
  - b) If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
- 6.3.5 Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate motivated violence, consideration should be given to filling out and filing a Violent Incident Form in the pupil's Ontario Student Record. ([see the Board's Violent Incident Form attached as Appendix 4](#))

6.4 Alternative Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned an alternative program for pupils subject to lengthy suspension (ASP). The principal or vice-principal shall communicate to the adult pupil or the pupil's parent/guardian the purpose and nature of the ASP.

A pupil cannot be compelled to participate in an ASP. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in an ASP, the pupil will be provided with school work consistent with the Ontario curriculum or that pupil's modified and/or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent/guardian or a designate at regular intervals during the suspension period beginning the school day after the adult pupil or the pupil's parent/guardian refuses to participate in an ASP.

A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in an ASP.

Agreement or refusal to participate in an ASP may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or his/her parent/guardian declines the offer to participate in an ASP, the principal shall record the date and time of such refusal.

6.5 Planning Meeting

For pupils subject to a suspension pending an investigation to determine whether to recommend an expulsion who choose to participate in an ASP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

- 6.5.1 The adult pupil or the pupil's parent/guardian and pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting.
- 6.5.2 The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP.
- 6.5.3 If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.



- 6.5.4 During the planning meeting the principal or vice-principal shall review the issues to be addressed in the pupil's SAP.

6.6 Student Action Plan

A pupil subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP.

- 6.6.1 The SAP will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, CYW and/or social worker.
- 6.6.2 The principal will make every effort to complete the SAP within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP.
- 6.6.3 This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
- 6.6.4 Once completed, the SAP will be shared with the adult pupil or the pupil's parent/guardian and pupil and all necessary staff to facilitate implementation.
- 6.6.5 A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
- 6.6.6 The SAP will identify:
  - a) The incident for which the pupil was suspended;
  - b) The progressive discipline steps taken prior to the suspension, if any;
  - c) Any other progressive discipline measures imposed in addition to the suspension;
  - d) Any other disciplinary issues regarding the pupil that have been identified by the school;
  - e) Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
  - f) Any program(s) or service(s) that might be provided to address those learning or other needs;
  - g) The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
  - h) Where the pupil has an IEP or disability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
  - i) The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
  - j) The measurable goals the pupil will be striving to achieve during the period of suspension.

6.7 Principal's Investigation

The principal shall conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Discipline Committee that the pupil be expelled. As part of the investigation, the principal will consult with the superintendent and/or Superintendent Responsible for Student Discipline regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled. Before referring a pupil to the Discipline Committee of the Board for expulsion, the administration shall consider whether or not the recommendation might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required. Should the decision be made

to refer the pupil to the Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Discipline Committee within twenty (20) school days from the date of suspension (unless timelines are extended on consent).

Any police investigation will be conducted separately from the principal's inquiry.

As part of the investigation, the principal shall:

- a) Make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
- b) Include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
- c) Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian; and
- d) Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the pupil be expelled.
- e) Consider whether or not the pupil is protected by the *Human Rights Code*, including but not limited to race and disability, and/or is in a disadvantaged position in society, and evaluate the appropriateness of the accommodation if any was provided.

#### 6.8 Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to recommend an expulsion are:

- a) Whether the pupil has the ability to control his or her behaviour;
- b) Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- c) Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

#### 6.9 Other Factors to be Considered

Where the pupil is able to control his/her behaviour and/or is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension and whether the pupil should be referred to the Discipline Committee on a recommendation for expulsion.

- 6.9.1 The pupil's academic, discipline and personal history;
- 6.9.2 Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 6.9.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
- 6.9.4 The impact of the discipline on the pupil's prospects for further education;
- 6.9.5 The pupil's age;
- 6.9.6 Where the pupil has an IEP or disability related needs,
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
  - d) Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

#### 6.10 Progressive Discipline



In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following:

6.10.1 Whether the teacher, principal or vice-principal has utilized preventative strategies and positive practices.

Preventative practices include:

- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership; and
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.

Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counselling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- Student success strategies.

6.10.2 Whether the teacher, principal or vice-principal has utilised early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:

- contact with the pupil's parent(s)/guardian(s);
- oral reminders;
- review of expectations;
- written work assignments with a learning component;
- assigning the pupil to volunteer services to the community;
- conflict mediation and resolution;
- peer mentoring;
- referral to counselling; and/or
- consultation between two (2) or more of the parties.

6.10.3 Whether the principal or vice-principal has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:

- meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
- referral of pupil to a community agency for anger management or substance abuse counselling;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer to another class or school.

6.11 Consultation

Before making a decision the principal will make every effort to consult with the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil).

6.12 Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors and the application of the *Code*, if the principal decides not to recommend to the Discipline Committee that the pupil be expelled, the principal must:

- 6.12.1 Consider whether progressive discipline is appropriate in the circumstances;
- 6.12.2 Uphold the suspension and its duration;
- 6.12.3 Uphold the suspension and shorten its duration and amend the record accordingly; or
- 6.12.4 Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

- 6.12.5 A statement of the principal's decision not to recommend expulsion to the Discipline Committee;
- 6.12.6 A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
- 6.12.7 If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
  - a) A copy of the Board policies and guidelines regarding suspension appeals;
  - b) Contact information for the Superintendent Responsible for Student Discipline;
  - c) A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion; or
  - d) If the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension. ([see the template letter at Appendix 10](#))

6.13 Recommendation to the Board for an Expulsion Hearing

If a principal, in consultation with the superintendent, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the principal will:

- 6.13.1 Prepare a report to be submitted to the Discipline Committee and provide the report to the pupil and the pupil's parent or guardian (unless the pupil is an adult pupil) prior to the hearing. The report will include:
  - a) A summary of the findings the principal made in the investigation;
  - b) An analysis of which, if any, mitigating or other factors or *Human Rights Code* related grounds might be applicable;
  - c) A recommendation of whether the expulsion should be from the school or from the Board; and
  - d) A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
- 6.13.2 Provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

- a) A statement that the pupil is being referred to the Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
- b) A copy of the Board's guidelines and rules governing the hearing before the Discipline Committee;
- c) A copy of the Board Code of Conduct and school Code of Conduct;
- d) A copy of the suspension letter;
- e) A statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;
- f) Information about the procedures and possible outcomes of the expulsion hearing, including that:
  - i) If the Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
  - ii) Parties have the right to make submissions with respect to the suspension;
  - iii) Any decision with respect to the suspension is final and cannot be appealed;
  - iv) If the pupil is expelled from the school, they will be assigned to another school;
  - v) If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
  - vi) If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.
- g) The name and contact information for the Superintendent Responsible for Student Discipline. ([see the template letter at Appendix 11](#))

6.14 The Superintendent will:

- 6.14.1 Advise the Superintendent Responsible for Student Discipline and the Trustee(s) for the school involved of the general details of the incident, including actions taken or pending; and
- 6.14.2 Submit the principal's Report for the Discipline Committee to the Superintendent Responsible for Student Discipline.

6.15 The Superintendent Responsible for Student Discipline:

- 6.15.1 May arrange a meeting with the adult pupil or the pupil's parent/guardian and pupil and the principal, as appropriate.
  - a) If a meeting is arranged, the Superintendent Responsible for Student Discipline will review the Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
  - b) If a meeting is arranged, during the meeting the Superintendent Responsible for Student Discipline may assist to narrow the issues and identify agreed upon facts.
- 6.15.2 Will prepare a package of documents for the Discipline Committee, which will include at least the following components:
  - a) a copy of the Principal's Report; and
  - b) a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
- 6.15.3 Will inform the adult pupil or the pupil's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the documentation to go to the Discipline Committee.
- 6.15.4 Will ensure that the item is placed on the Discipline Committee agenda.

6.16 Hearing before the Discipline Committee

If the principal recommends expulsion, the Discipline Committee shall hold a hearing.

Parties before the Discipline Committee will be:

- a) The principal; and
- b) The adult pupil or the pupil's parent/guardian.

If a pupil is not a party, s/he has the right to be present at the expulsion hearing and to make submissions on his/her own behalf. The Discipline Committee may grant a person with daily care the authority to make submissions on behalf of the pupil. An adult pupil or pupil's parent/guardian may bring legal counsel, and advocate or support person with them to the expulsion hearing.

The hearing will be conducted in accordance with the Rules of the Discipline Committee and the Guideline for Expulsion Hearings:

- 6.16.1 The Discipline Committee shall consider oral and written submissions, if any, of all parties;
- 6.16.2 The Discipline Committee shall consider whether or not the *Human Rights Code* should be applied in the circumstances to mitigate the discipline, if any;
- 6.16.3 Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion;
- 6.16.4 The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn; and
- 6.16.5 Such other matters as the Discipline Committee considers appropriate.

In determining whether to impose an expulsion the Discipline Committee shall consider the following factors:

- 6.16.6 The mitigating and other factors:
  - a) Whether the pupil has the ability to control his or her behaviour;
  - b) Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
  - c) Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
  - d) The pupil's academic, discipline and personal history;
  - e) Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
  - f) Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
  - g) The impact of the discipline on the pupil's prospects for further education;
  - h) The pupil's age;
  - i) Where the pupil has an IEP or disability related needs,
    - i) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
    - ii) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
    - iii) Whether an expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether an expulsion is likely to result in a greater likelihood of further inappropriate conduct; and
  - j) Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- 6.16.7 The application of the Ontario *Human Rights Code*.
- 6.16.8 The submissions and views of the parties.

- 6.16.9 Any written response to the principal's report provided before the completion of the hearing; and
- 6.16.10 Whether or not the expulsion might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required in the circumstances.
- 6.16.11 Such matters as the Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within twenty (20) school days, or the Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

#### 6.17 No Expulsion

If the Discipline Committee decides not to expel the pupil, the Discipline Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

- a) Consider whether other progressive discipline is appropriate in the circumstances;
- b) Uphold the suspension and its duration;
- c) Uphold the suspension and shorten its duration and amend the record accordingly;
- d) Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record; or
- e) Make such other orders as the Discipline Committee considers appropriate.

The Discipline Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

The Discipline Committee's decision with respect to the suspension is final. ([see Appendix 13A](#) and also [Appendix 13B](#))

#### 6.18 Expulsion

In the event the Discipline Committee decides to impose an expulsion on the pupil, the Discipline Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Discipline Committee shall consider the following factors:

- 6.18.1. The mitigating and other factors:
  - a) Whether the pupil has the ability to control his or her behaviour;
  - b) Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
  - c) Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
  - d) The pupil's academic, discipline and personal history;
  - e) Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
  - f) Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
  - g) The impact of the discipline on the pupil's prospects for further education;
  - h) The pupil's age;
  - i) Where the pupil has an IEP or disability related needs,
    - i) Whether the behaviour causing the incident was a manifestation of the pupil's disability;

- ii) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - iii) Whether a school or Board expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct; and
  - j) Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school;
- 6.18.2 The application of the Ontario *Human Rights Code*;
  - 6.18.3 All submissions and views of the parties;
  - 6.18.4 Any written response to the principal's report provided before the completion of the hearing;
  - 6.18.5 Whether or not the type of expulsion might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required in the circumstances; and
  - 6.18.6 Such other matters as the Discipline Committee considers appropriate.

Where the Discipline Committee decides to impose a school expulsion, then the Discipline Committee must assign the pupil to another school. The requirements of school transfers set out in these procedures shall apply.

Where the Discipline Committee decides to impose a Board expulsion, then the Discipline Committee must assign the pupil to a program for expelled pupils.

The Discipline Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if he or she was not a party. The written notice shall include:

- a) The reason for the expulsion;
  - b) A statement indicating whether the expulsion is a school expulsion or a Board expulsion;
  - c) Information about the school or program to which the pupil has been assigned; and
  - d) Information about the right to appeal the expulsion, including the steps to be taken.
- (see the template letters as [Appendix 13A](#) and also [Appendix 13B](#))

Once the principal of alternative programs has received notice that a pupil has been expelled, s/he must create a SAP in a manner consistent with the Board's policy and procedures for programs for expelled pupils.

An expelled pupil is a pupil of the Board, even where s/he attends a program for expelled pupils at another school board, unless s/he does not attend the program or registers at another school board.

#### 6.19 Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once s/he has successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by the person who provides the program.

The Board shall re-admit the pupil and inform the pupil in writing of the re-admission.

A pupil who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which s/he was expelled.

- a) The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
- b) The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate;
- c) The pupil will be required to sign a Declaration of Performance form provided by the Board ([see Appendix 12](#))



- d) Following consideration of the principles of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

#### 6.20 Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

- An individual who appeals an expulsion may argue that his/her rights pursuant to the *Human Rights Code* have been infringed.
- In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the *Human Rights Code* have been infringed.

The decision of the Child and Family Services Review Board is final.

### 7.0. **Exclusion**

A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure, as an alternative to discipline.

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the Board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*.

PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

A pupil is NOT excluded from a class or from the school pursuant to section 265(1)(m) of the *Education Act* in circumstances where the parent/guardian and the principal, in consultation with the superintendent, AGREE that, as an accommodation and in the best interests of the pupil, the pupil's educational program should be modified such that the pupil is not participating in one or more specific class(es) or is excused from attending school for part or all of the school day during a specific period of time and/or during a specific school event or series of school events.

A pupil is NOT excluded from a class pursuant to section 265(1)(m) of the *Education Act* by virtue of serving a detention or in-school suspension in another part of the school as part of progressive discipline that has been imposed by the principal or designate.

### 8.0 **Monitoring and Review**

Schools and their Safe Schools Teams have an important role in assisting with monitoring, review and improvement of the effectiveness of safe schools policies and procedures.

Every two years schools are required to address issues of bullying, gender based violence, homophobia, sexual, racial and disability related harassment and inappropriate sexual behaviour in their school improvement plans and to evaluate the effectiveness of safe schools policies, procedures and programs through the use of school climate surveys.

Climate surveys shall be conducted by the school every two years to provide parents, school staff and pupils with an opportunity to anonymously evaluate and communicate their perception of school safety. Climate surveys shall include questions about bullying, harassment related to immutable characteristics including those protected by the *Human Rights Code*, gender-based violence, and sexual assault. Where possible, climate surveys shall be made available to pupils

with cognitive disabilities in a form that might provide them with an opportunity to identify their perception of their safety. Pupils with other special needs shall be accommodated in order to provide them with an opportunity to respond to the climate survey.

The results of climate surveys shall be shared with Safe School Teams in order to assist the Teams to build strategies in school improvement plans to improve the school climate deficits identified. Safe School Teams must include one non-teaching staff member and the chair of the team must be a staff member, and may be the principal or vice-principal.

## **9.0 *Delegation of Authority***

Whenever possible, the Board will attempt to have an administrator present on school property.

A principal may delegate authority for discipline matters to a vice-principal. In the absence of a vice-principal, a principal may delegate authority to principal's assistant or teacher-in-charge in accordance with the Board's procedures. A delegation of authority to a teacher-in-charge will only come into effect if there are no administrators present on the school property or properties, as in the case of twinned schools. Those who are delegated authority for discipline matters must respect and implement their duties and decisions as required by the Education Act, Board policies and procedures and the Human Rights Code of Ontario.

### **9.1 Delegation of Authority to a Vice-Principal**

Vice-principals may be delegated authority by the principal to receive oral and written reports of suspension and expulsion infractions from Board employees and transportation providers in accordance with this procedure, and to report infractions to the Police in accordance with the Police and School Response Protocol.

Vice-principals may be delegated authority by the principal to conduct an investigation and/or inquiry when an infraction has occurred requiring further information before further action can be taken.

A vice-principal may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, or during a school activity or in circumstances having an impact on the school climate and that by its nature does not require the principal to consider imposing a suspension and does not require the principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.

A vice-principal may be delegated authority to impose a suspension of five (5) or fewer days in accordance with these procedures.

A vice-principal may be delegated authority to create and facilitate all aspects of the Student Action Plan process when a pupil has been suspended for five (5) or more days or when a pupil who is referred to the Discipline Committee of the Board for expulsion.

A vice-principal may be delegated authority to notify a parent/guardian of a pupil who has been the victim of an incident in accordance with the notification provisions outlined in these procedures, including an incident that might lead to a suspension or recommendation for expulsion. The vice-principal may communicate the supports being provided for the victim, such as a Safety Plan, as well as any other Board and community supports in accordance with these procedures. A vice-principal may be delegated authority to develop a victim's Safety Plan.

A vice-principal may be delegated authority to develop a Transition Plan for a pupil where a decision has been made by the superintendent in consultation with the principal and consistent with the *Human Rights Code* that the pupil must be transferred to another school in accordance with these procedures following an incident. The vice-principal may also be delegated responsibility for organizing and conducting the transfer meeting.



Authority delegated to the vice-principal shall be identified in writing in documentation identifying all of the vice-principal's responsibilities and duties within the school, and may include one or more of the following:

- 9.1.1 Receive reports about suspension and expulsion infractions from Board employees and transportation providers;
- 9.1.2 Contact police in accordance with the Police and School Response Protocol;
- 9.1.3 Conduct investigations and inquiries;
- 9.1.4 Consider and implement progressive discipline measures;
- 9.1.5 Impose suspensions of between one (1) and five (5) days;
- 9.1.6 Develop and implement Student Action Plans;
- 9.1.7 Notify a parent/guardian of a pupil who has been the victim of an incident;
- 9.1.8 Develop a Safety Plan;
- 9.1.9 Develop a Transition Plan; and
- 9.1.10 Organize and be responsible for a school transfer meeting.

The principal may delegate the performance of one or more of the above noted responsibilities to a vice-principal to be performed by the vice-principal despite the principal's presence in the school.

Despite authority to conduct investigations and inquiries, as noted above, where, in the vice-principal's opinion, the allegations might attract discipline requiring a suspension of five (5) or more days, the vice-principal shall consult with and/or receive direction from the principal or superintendent throughout the investigation process.

A vice-principal may not be delegated the power to impose a suspension of more than five (5) days or make the final decision with respect to recommending to the Board that a pupil be expelled.

## 9.2 Delegation of Authority to Teacher-In-Charge

A teacher-in-charge may be delegated authority by the principal to receive reports about suspension and expulsion infractions from Board employees and transportation providers, in which case, the teacher-in-charge shall at the earliest opportunity inform the principal or vice-principal and when the absence of the principal and vice-principal might be for X or more days, the superintendent.

A teacher-in-charge may be delegated authority to contact the police in an emergency or in the event of an incident requiring police involvement in accordance with the Police and School Response Protocol.

A teacher-in-charge may be delegated authority by the principal to conduct an investigation when an infraction has occurred requiring further information before action can be taken. When it appears that the incident might attract discipline in the form of suspension or expulsion, the teacher-in-charge shall NOT proceed to investigate, but shall at the earliest opportunity provide the principal or vice-principal, and in the absence of the principal and vice-principal for X or more days, the superintendent, with a detailed written and oral account of the steps taken and information determined up to that point.

All incidents on school property occurring during a school related activity or having an impact on school climate that might result in suspension or suspension and a recommendation for expulsion shall be reported by the teacher-in-charge to the principal, or the vice-principal in the principal's absence, at the earliest opportunity. In the absence of the principal and vice-principal for 2 or more days, it shall be reported to the board superintendent.

In such circumstances, the teacher-in-charge may be delegated authority to provide information to the parent/guardian of a pupil, who is NOT an adult pupil and where the

teacher-in-charge is NOT of the opinion that informing the parent/guardian would put the pupil at risk of harm, about the fact that harm has been caused and the nature of the harm that has occurred. The teacher-in-charge shall also inform the parent/guardian that, at the earliest opportunity, an administrator will contact the parent/guardian to provide further information about the activity causing harm and the steps that will be taken to support the victim and ensure the victim's safety. The teacher-in-charge may inform a parent/guardian of an adult pupil if that pupil consents to the disclosure of information.

A teacher-in-charge shall NOT be delegated authority to share with the parent/guardian of a victim the name of the suspected perpetrators and/or the discipline measures that might be taken by the school to address the infraction.

The teacher-in-charge may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, during a school activity, or in circumstances having an impact on the school climate, that by its nature does not require the principal to consider imposing a suspension and does not require the principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.

A teacher-in-charge shall not be delegated authority to suspend a pupil.

If at any time the teacher-in-charge is uncertain or uncomfortable about the duties that have been delegated and/or the possible application of the *Human Rights Code*, s/he should take immediate steps to contact an administrator. In emergency circumstances, where an administrator is not available, the teacher-in-charge shall contact the emergency administrator who has been identified as a resource.

Written notice identifying the authority being delegated to the teacher-in-charge, the timeframe for the delegation of the authority and the resources available to the teacher in charge must be provided in the [form attached as Appendix 2](#).

When a teacher-in-charge has been identified to assume duties for a particular timeframe, communication by internal electronic mail shall be provided to all staff members of the school, who are anticipated to be in attendance during the particular timeframe, identifying the name of the teacher-in-charge and the timeframe for the administration's absence.

**Safe Schools Incident Reporting Form – Part I****Appendix 1A**

Report No: _____	<b>CONFIDENTIAL</b> <b>SAFE SCHOOLS INCIDENT REPORTING FORM – PART 1</b>
<b>1. Name of Student(s) Involved (if known)</b>	_____ _____
<b>2. Where the Incident Occurred (check one)</b>	<input type="radio"/> At a location in the school or on school property (please specify) _____ <input type="radio"/> At a school-related activity (please specify) _____ <input type="radio"/> On a school bus (please specify route number) _____ <input type="radio"/> Other (please specify) _____
<b>3. Time of Incident</b>	Date: _____ Time: _____
<b>4. Type of Incident (Check all that apply)</b>	<p><b>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Uttering a threat to inflict serious bodily harm on another person</li> <li><input type="radio"/> possessing alcohol or illegal and/or restricted drugs</li> <li><input type="radio"/> Being under the influence of alcohol</li> <li><input type="radio"/> Swearing at a teacher or at another person in a position of authority</li> <li><input type="radio"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school</li> <li><input type="radio"/> Bullying</li> <li><input type="radio"/> Any other activity for which a student may be expelled under board policy</li> <li><input type="radio"/> Any act considered by the principal to be injurious to the moral tone of the school</li> <li><input type="radio"/> act considered by the principal to be injurious to the physical or mental well-being of any member of the school community</li> <li><input type="radio"/> Any act considered by the principal to be contrary to the Board or school Code of Conduct</li> </ul> <p><b>Activities for which expulsion must be considered under section 310(1) of the <i>Education Act</i></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Possessing a weapon, including possessing a firearm</li> <li><input type="radio"/> Using a weapon to cause or to threaten bodily harm to another person</li> <li><input type="radio"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical Practitioner</li> <li><input type="radio"/> Committing sexual assault</li> <li><input type="radio"/> Trafficking in weapons or in illegal and/or restricted drugs/substances</li> <li><input type="radio"/> Committing robbery</li> <li><input type="radio"/> Giving alcohol to a minor</li> <li><input type="radio"/> Any other activity for which a student may be expelled under board policy</li> <li><input type="radio"/> An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others</li> <li><input type="radio"/> A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others</li> <li><input type="radio"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board</li> <li><input type="radio"/> Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property</li> <li><input type="radio"/> The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper</li> <li><input type="radio"/> Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct</li> <li><input type="radio"/> Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct.</li> </ul>
<b>5. Report Submitted By:</b>	Name: _____ Signature: _____ Date: _____
<b>Contact Information:</b>	Location: _____ Telephone: _____

**Safe Schools Incident Reporting Form – Part II**

**Appendix 1B**

**SAFE SCHOOLS INCIDENT REPORTING FORM – PART II**

**ACKNOWLEDGEMENT OF RECEIPT OF RECEIPT OF REPORT**

**Report No:** \_\_\_\_\_

**Report Submitted By:** Name: \_\_\_\_\_ Date: \_\_\_\_\_

☐ **Action Taken**

☐ **No Action Required**

**Name of Principal:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Note: Only Part II is to be given to the person who submitted the report.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD  
***DELEGATION OF AUTHORITY – TEACHER-IN-CHARGE***

To:

Date:

From:

Re:

---

You will be delegated authority as teacher-in-charge consistent with this memo from:            to            .

During this time frame, the principal and vice principal shall be away from the school. The principal can be reached by cell phone at            and the vice principal may be reached by cell phone at            . The Superintendent of Education or designate may be reached at:

Director of Education:	Cell: 807-229-6898	Office: 807-229-0436, e. 232
Assistant to the Director of Education:	Cell: 807-229-6542	Office: 807-229-0436, e. 231
Superintendent of Student Success:	Cell: 807-229-7913	Office: 807-229-0436, e. 236
Superintendent of Business:	Cell: 807-229-7188	Office: 807-229-0436, e. 229

As part of the duties of teacher-in-charge you are being delegated responsibility for the following:

1. Receiving reports about suspension and expulsion infractions from Board employees and transportation providers and communicating this information to an administrator at the earliest opportunity;
2. Conducting an investigation to determine the nature of the incident, and in particular whether or not the incident is one for which a suspension or expulsion might be imposed.
3. Reporting incidents for which a suspension or expulsion might be imposed to an administrator at the earliest opportunity;
4. Providing information to a parent/guardian of a pupil about an incident causing the pupil harm, provided that the pupil is not an adult pupil and you are not of the opinion that reporting the information might put the pupil at risk of harm and not be in the pupil's best interest; and
5. Implementing progressive discipline measures following the investigation of an incident that does not require consideration of a suspension or expulsion as a consequence; and
6. Contacting the police in an emergency or in the event of an incident requiring police involvement in accordance with the Police and School Response Protocol.

You must exercise your authority in accordance with the *Human Rights Code* of Ontario, the *Education Act*, Board policies and procedures and collective agreements.

**Suspension Letter***(on the Letterhead of the School)*

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

*Re: Suspension of [Pupil's Name], [DOB] from [Name of School]*

[You/Pupil's Name] [have/has] been suspended from [Name of School] and from engaging in all school related activities from [Effective Date of Suspension] to [Last Day of Suspension] inclusive, i.e. [number] school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities and trips. [You/Pupil's Name] may return to school on [Date] at [Time]. [You/Pupil's Name] must report to the office before returning to school.

This suspension is imposed in accordance with the *Education Act*, the Board's Progressive Discipline and School Safety Policy and [Name of School] Code of Conduct.

The reason for the suspension is [use infraction applicable]. Namely, my findings indicate that [you/pupil's name] [describe incident with particulars].

School work [has been delivered to you / is available at the office]; please make arrangements to have it picked up.

**\*If the suspension is six (6) school days or longer**

\*In addition [you/pupil's name] [have/has] been assigned an Alternative Suspension Program, a program for suspended pupils. This Alternative Suspension Program will provide an opportunity for continued academic work and support for self-management to assist with the re-entry to school.

Please confirm [your/pupil's] participation in an Alternative Suspension Program at your earliest opportunity by contacting the School. As soon as notice of [your/pupil's] participation is received a planning meeting will be scheduled.

Should you wish to appeal this suspension, you must provide written notice of your intention to appeal to the Superintendent of Education, [Contact Information], within 10 school days of the commencement of the suspension, i.e. before [Insert Date]. You may then contact the Superintendent of Education to discuss the appeal. Please be aware that an appeal does not stay the suspension.

A copy of the Board's Progressive Discipline and School Safety Policy and a Procedure and Suspension Appeal Guideline are enclosed.

Sincerely,

[Principal Name]

Encl.

cc      Teacher(s) of pupil  
          Superintendent of Education  
          Superintendent Responsible for Student Discipline  
          Ontario Student Record

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****VIOLENT INCIDENT FORM**

School: \_\_\_\_\_

Incident Date: \_\_\_\_\_

Completed By: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date of Birth: mm/dd/yy \_\_\_\_\_

Male ☐ Female ☐**SECTION A: Incident Information** (Check applicable incident(s))

- |  |  |
|--|--|
| <input type="checkbox"/> Possession of dangerous weapon(s)             | <input type="checkbox"/> Sexual assault  |
| <input type="checkbox"/> Threats of physical injury involving weapons  | <input type="checkbox"/> Robbery and extortion                                 |
| <input type="checkbox"/> Physical assaults causing serious bodily harm | <input type="checkbox"/> Vandalism causing extensive damage to school property |

**SECTION B: Further details of the incident**

(i.e.: other individuals involved, repetitive nature of behaviour, location, witnesses, mitigating factors, etc.)

\_\_\_\_\_

**SECTION C: Police Contact**

1. Date of Contact mm/dd/yy	2. Date of police investigation at school mm/dd/yy	3. Name of investigating officer(s):
--------------------------------	---	--------------------------------------

**SECTION D: School/Board Response**

1. <input type="checkbox"/> Suspension	2. <input type="checkbox"/> Expulsion	3. <input type="checkbox"/> Other _____
Date of inclusion in OSR mm/dd/yy	Principal's/Designate's Signature	

- |  |   |
|--|---|
| cc: <input type="checkbox"/> Parent/Guardian   | <input type="checkbox"/> Attendance Counsellor  |
| <input type="checkbox"/> Pupil                 | <input type="checkbox"/> Guidance Counsellor    |
| <input type="checkbox"/> Director of Education | <input type="checkbox"/> Ontario Student Record |
| <input type="checkbox"/> Other: _____          |   |

Guidelines from the Ministry of Education's *Violence-Free School Policy*

- 1.0 This report shall be removed from the student's OSR after three years if no further suspension for a violent incident occurs during that time that is reported to the police.
- 2.0 If the student transfers to another school this form will remain in the OSR unless removed under 1.0.
- 3.0 If the student is expelled for violent behaviour this form shall be removed from the OSR five years after the student retires. The Board's expulsion letter, however, will remain in the OSR for the life of the OSR.

**This information is collected under the authority of Section 265(i) of the EDUCATION ACT for the purpose of reporting to the Ministry of Education incidents of violence resulting in suspension or expulsion that involved reporting to the police.**





**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

P.O. Bag 'A', 12 Hemlo Drive

Marathon, Ontario P0T 2E0

Telephone: 807-229-0436 Fax: 807-229-1471

E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

**Notice of Suspension Review**  
*(on the Letterhead of the Board)*

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

*Re: Notice of Suspension Review of [Pupil's Name], [DOB] from [Name of School]*

I am in receipt of your notice of intention to appeal [your/Pupil's Name] suspension from [Name of School], dated [insert date]. [You/Pupil's Name] [were/was] suspended for [insert number] school days for [insert infraction applicable].

I will be conducting a review of the suspension. At the conclusion of my review, I will, in consultation with Principal [Name], either confirm, modify or expunge the suspension.

As part of the review process, I would like to speak to you. My office will be contacting you. Please also do not hesitate to contact me at [contact info].

Sincerely,

Superintendent Responsible for Student Discipline

cc Superintendent of Education  
Principal of the School



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

P.O. Bag 'A', 12 Hemlo Drive

Marathon, Ontario P0T 2E0

Telephone: 807-229-0436 Fax: 807-229-1471

E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

**Suspension Review Decision**  
(on the Letterhead of the Board)

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

*Re: Suspension Review of Suspension of [Pupil's Name], [DOB] from [Name of School]*

I have completed my review of [your/pupil's name] suspension from [Name of School]. As a result of my review I have decided to [expunge/modify/uphold] the suspension.

I will contact you to discuss the results of my review and your appeal.

Sincerely,

Superintendent Responsible for Student Discipline

cc: Superintendent of Education  
Principal of the School  
Ontario Student Record



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

P.O. Bag 'A', 12 Hemlo Drive  
Marathon, Ontario P0T 2E0  
Telephone: 807-229-0436 Fax: 807-229-1471  
E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

**Notice of Suspension Appeal**  
*(on the Letterhead of the Board)*

[Date]

[Adult Pupil/Parent/Guardian]  
[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

Re: Appeal of Suspension of [Pupil's Name], [DOB] from [Name of School]

You have appealed the decision of Principal [Name] to suspend [you/pupil's name] from [Name of School].

The Appeal will be heard by the Discipline Committee of the Board of Trustees at [insert time and date] at [insert location].

You will find enclosed a copy of the Information Package that will be relied on by the administration for the Board and will be provided to the Discipline Committee. The Information Package includes a copy of the suspension letter, your letter requesting the appeal, correspondence with respect to the suspension review and the Principal's Report of the Incident. Also enclosed please find a copy of the Board's Suspension Appeal Guidelines.

Please advise me at your earliest opportunity if you intend to bring legal representation to the appeal. Please be advised that if you fail to attend on time, the Discipline Committee will wait for 30 minutes and may then proceed to decide the matter in your absence.

Should you have any questions about the appeal process, please contact me [contact information].

Sincerely,

Superintendent Responsible for Student Discipline

cc: Superintendent of Education  
Principal of the School  
Ontario Student Record



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

P.O. Bag 'A', 12 Hemlo Drive

Marathon, Ontario P0T 2E0

Telephone: 807-229-0436 Fax: 807-229-1471

E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

**Notice of Suspension Appeal Decision**

*(on the Letterhead of the Board)*

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

*Re: Decision of Discipline Committee*

*Suspension Appeal of [Pupil's Name], [DOB] from [Name of School]*

Attached, please find a copy of the Decision of the Discipline Committee regarding your suspension appeal, dated [insert date].

The decision of the Discipline Committee is final and is not subject to further appeal.

Should you have any questions, please contact me at [insert contact information].

Sincerely,

Superintendent Responsible for Student Discipline

Encl.

cc: Superintendent of Education  
Principal of the School  
Ontario Student Record



# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

P.O. Bag 'A', 12 Hemlo Drive  
Marathon, Ontario P0T 2E0  
Telephone: 807-229-0436 Fax: 807-229-1471  
E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

## Suspension Appeal Decision of the Discipline Committee [on the letterhead of the Board]

### SUSPENSION APPEAL DECISION

IN THE MATTER OF Section 309  
of the *Education Act*, as amended  
-and-

IN THE MATTER OF an appeal by  
[Name of Appellant], of the suspension  
of [Pupil Name], a pupil of [School Name]

### DECISION

UPON being satisfied that the Discipline Committee has jurisdiction to conduct the appeal pursuant to section 309 of the *Education Act*;

AND UPON being satisfied that the proper parties to the appeal are [Name of Appellant and relationship to pupil] and [Principal Name] as Principal of [School Name];

AND UPON being satisfied that the parties received reasonable notice of the appeal;

AND UPON having provided an opportunity to the appellant to make submissions, having heard the submissions of the Principal, having read the materials submitted by the parties, and having retired to consider the matter;

THE DISCIPLINE COMMITTEE does hereby [confirm the suspension / confirm the suspension but shorten its duration to [number] school days and amend the record accordingly / quash the suspension and expunge the record / confirm the suspension but expunge the record on [insert date or event]].

THE DECISION OF THE DISCIPLINE COMMITTEE is final.

DATED this \_\_\_\_\_ OF \_\_\_\_\_, \_\_\_\_\_ and signed on behalf of the Discipline  
Day Month Year

Committee and Board of Trustee by the Chair of the Discipline Committee.

Superior-Greenstone District School Board

Signed By: \_\_\_\_\_  
Chairperson

**Suspension Pending Possible Recommendation for Expulsion**

[on the letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]  
[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

**Re: Suspension of [Pupil's Name], [DOB] from [Name of School]**

[You/Pupil's Name] [have/has] been suspended from [Name of School] and from engaging in all school related activities from [Effective Date of Suspension] to [Last Date of Suspension] inclusive, i.e. twenty (20) school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities and trips.

Please be advised that this suspension is made in accordance with the *Education Act*, the Board's Safe School Policy and [Name of School] Code of Conduct.

The reason for the suspension is [use the infraction applicable]. Namely, my findings indicate that [you/Pupil's Name] [describe incident with particulars].

Please be advised that I am continuing my investigation of this matter in order to determine whether to recommend to the Discipline Committee of the Board of Trustees that [you/Pupil's Name] be expelled. The investigation may include [... refer to Checklist and identify your next steps...]. An expulsion may be from [Name of School] or from all schools of the Board. You will be informed of the results of my investigation in writing.

The Board is committed to the education and future of its pupils. [You/Pupil's name] [have/has] been assigned to an Alternative Suspension Program, a program for suspended pupils. An Alternative Suspension Program provides pupils with the opportunity to continue academic work and receive support for self-management. Please find enclosed information about Alternative Suspension Programs. Please contact the School at your earliest opportunity to confirm [your/pupil's participation] in an Alternative Suspension Program. As soon as notice of [your/pupil's] participation is received a planning meeting will be scheduled.

You do not have the right to appeal the suspension at this time. Should it be determined at the conclusion of the investigation that a recommendation for expulsion will not be made, you will be entitled to appeal the suspension to the Discipline Committee of the Board of Trustees. Should it be determined that a recommendation for expulsion is warranted, then you may address the suspension before the Discipline Committee at the expulsion hearing.

Sincerely,

[School Principal Name]

Encl.

cc: Superintendent of Education  
Superintendent Responsible for Student Discipline  
Ontario Student Record

**Decision Letter Not to Recommend Expulsion**  
[on the letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]  
[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

**Re: [Pupil's Name], [DOB] [Name of School] - Expulsion Not Recommended**

I am writing to you to report the result of my investigation following [your/ pupil's name] suspension. I have decided not to recommend to the Discipline Committee that [you/pupil's name] be expelled.

As part of my investigation, I have reviewed [your/pupil's name] suspension, and I have determined that the suspension should be [confirmed / confirmed but shortened to [INSERT NUMBER] school days and the record amended accordingly / withdrawn and the record expunged].

**[\*Unless the suspension is withdrawn:]** Should you wish to appeal the suspension, you must provide written notice of your intention to appeal the suspension to the Superintendent Responsible for Student Discipline, [contact information], within 5 school days of the receipt of this notice, i.e. before [insert date - by courier or mail in 10 school days from date of this letter; by e-mail or fax in six (6) school days from date of this letter].

If you provide notice of your intention to appeal, you may contact the Superintendent of Education to discuss the appeal. If the suspension has been reduced in length, the appeal is from the reduced suspension. Please be aware that an appeal does not stay the suspension.

A copy of the Board's Progressive Discipline and School Safety Policy and the Procedures and Suspension Appeal Guideline are enclosed.

Sincerely,

[School Principal Name]

Encl.

cc: Superintendent of Education  
Superintendent Responsible for Student Discipline  
Ontario Student Record



**Notice of Recommendation for Expulsion**  
[on the letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]  
[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

**Re: [Pupil's Name], [DOB], [Name of School] Investigation**

I am writing to you following my investigation to determine whether to recommend an expulsion. As a result of my investigation, **I have decided to recommend to the Discipline Committee of the Board of Trustees that [you/pupil's name] be expelled.**

A copy of my Report to the Discipline Committee Recommending Expulsion is enclosed. You may respond to this Report in writing to the Discipline Committee or to me. A copy of your written submissions should be provided to the Superintendent of Education [insert contact information].

The hearing by the Discipline Committee to decide whether [you/pupil's name] should be expelled will be held on [date] at [location] **[to be determined by the Superintendent Responsible for Student Discipline]**. Enclosed please find [copies /excerpts] of the Board's Progressive Discipline and School Safety Policy, the Progressive Discipline and School Safety Procedures, Expulsion Hearing Guidelines and Discipline Committee Rules.

You will be provided with an opportunity to make a presentation to the Discipline Committee about whether [you/pupil's name] should be expelled, and whether, if [you/pupil's name] [are/is] expelled, [you/s/he] should be expelled from [School Name] or from all schools of the Board and, if no expulsion is imposed, your position with respect to the suspension.

The Discipline Committee will determine whether [you/pupil's name] should be expelled, and whether [your/pupil's name] expulsion should be from [School Name] or from all of the schools of the Board.

If [you/pupil's name] [are/is] expelled from [School Name], the Discipline Committee will assign [you/pupil's name] to a program provided at another school of the Board. If [you/pupil's name] [are/is] expelled from all schools of the Board, the Discipline Committee will assign [you/pupil's name] to a program for expelled pupils.

Information about both the program that will be provided at another school and the program for expelled pupils is enclosed. Both the program that will be provided at another school and the program for expelled pupils will provide [you/pupil's name] with an opportunity to pursue academic work and receive additional supports.

Should the Discipline Committee decide not to expel [you/pupil's name], the Discipline Committee will review the suspension. The Discipline Committee may confirm the suspension, confirm but shorten the

## Notice of Recommendation for Expulsion

Date:

Page: 2

suspension and amend the record accordingly, or withdraw the suspension and expunge the record. The decision of the Discipline Committee with respect to the suspension is final and is not subject to appeal. You may bring legal counsel to represent you before the Discipline Committee, which might be funded by Legal Aid, depending upon your circumstances. If you intend to bring legal counsel, please provide the Superintendent Responsible for Student Discipline with notice at your earliest opportunity.

Please note that the Discipline Committee will wait for thirty (30) minutes for your arrival on [Month], [Day], [Year] and, should you fail to attend in a timely manner, the Discipline Committee may proceed in your absence.

The Superintendent of Education, [Name and Contact Information], will contact you to review the hearing process and answer any questions that you might have.

Sincerely,

[School Principal Name)

Encl.

cc: Superintendent of Education  
Superintendent Responsible for Student Discipline  
Ontario Student Record

**Declaration of Performance**

[on the letterhead of the School]

[Date]

[Pupil Name]

I agree to comply with the following expectations on my return as a student to [insert the name of School]:

1. I agree to comply with the expectations of the [insert name of school] Code of Conduct and the [insert board] Code of Conduct.
2. I agree to work diligently in a positive manner and to be attentive to my teachers and classmates in an effort to accomplish the goals of my educational program.
3. I agree to be punctual and prepared for class.
4. I agree to be active and participate in the extra-curricular life of the School.
5. [insert if applicable] I agree to seek guidance and ask for help from School staff when I feel overwhelmed or anxious.
6. [insert if applicable] I agree to seek assistance from School staff when needed in order to assist me to solve problems in a constructive manner.
7. [insert if applicable] I agree to refrain from [insert one or more: using violence/restricted substances to solve my problems].

\_\_\_\_\_  
Signature [Insert name of student]

\_\_\_\_\_  
Date



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

*P.O. Bag 'A', 12 Hemlo Drive  
Marathon, Ontario P0T 2E0  
Telephone: 807-229-0436 Fax: 807-229-1471  
E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)*

**Expulsion Decision**

[on the letterhead of the Board]

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

Re: Decision of Discipline Committee Expulsion Hearing  
[Pupil Name], [DOB], [Name of School]

---

**Re: Expulsion Decision**

Attached, please find the Decision of the Discipline Committee, dated [insert date].

Should you wish to appeal this decision, you may contact the Child and Family Services Review Board at 416-327-4673 or 1-888-728-8823 within 30 days of receipt of this notice.

**If the pupil has been expelled:** Please also find attached information regarding the educational program offered by the Board at [insert name of alternative school / program for students expelled from all schools of the Board].

Should you have any questions, please contact the undersigned at [insert contact information].

Sincerely,

Superintendent Responsible for Student Discipline

Encl.

cc: Superintendent of Education  
Principal of School  
Ontario Student Record



# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

P.O. Bag 'A', 12 Hemlo Drive  
Marathon, Ontario P0T 2E0  
Telephone: 807-229-0436 Fax: 807-229-1471  
E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

## Recommendation for Expulsion Decision of the Discipline Committee [on the letterhead of the Board]

### RECOMMENDATION for EXPULSION DECISION

#### **[Superior-Greenstone District School Board]**

IN THE MATTER OF Section 311.3  
of the *Education Act*, as amended  
-and-

IN THE MATTER OF a recommendation by  
[Name of Principal], [School Name] for the expulsion of  
[Pupil Name], a pupil of [School Name]

#### DECISION

UPON being satisfied that the Discipline Committee has jurisdiction to conduct the hearing pursuant to section 311.3 of the *Education Act*;

AND UPON being satisfied that the proper parties to the hearing are [Name of Appellant and relationship to pupil] and [Principal Name], Principal of [School Name];

AND UPON being satisfied that the parties received reasonable notice of the hearing;

AND UPON having provided an opportunity to the Appellant to make submissions, having heard the submissions of the Principal, having read any materials submitted by the parties, having considered the facts and any mitigating and/or other factors referred to by the parties, and having retired to consider the matter;

THE DISCIPLINE COMMITTEE does hereby impose an expulsion from [School Name] and assign the pupil to an educational program at [School Name] for the following reason: [INSERT REASON FOR EXPULSION]

**\*OR**

THE DISCIPLINE COMMITTEE does hereby impose an expulsion from all schools of the Board; assign the pupil to the program for expelled pupils; and require that the pupil successfully complete and meet the objectives of the program for expelled pupils before being re-admitted to a regular day school program in Ontario for the following reason: [INSERT REASON FOR EXPULSION].

**\*OR**

THE DISCIPLINE COMMITTEE does not hereby impose an expulsion; and does hereby [confirm the suspension imposed by [Principal Name] but...

*\* An example of wording might be: "The Discipline Committee is satisfied on a balance of probabilities that [pupil] did bring a knife to school and used the knife to threaten other pupils as indicated in the Principal's Report, contrary to section 310 of the Education Act and the Board's Safe School's Policy, and that the mitigating or other factors do not apply to mitigate the discipline recommended."*

shorten its duration to [number] school days and amend the record accordingly / quash the suspension and expunge the record].

DATED this \_\_\_\_\_ OF \_\_\_\_\_, \_\_\_\_\_ and signed on behalf of the Discipline  
Day Month Year

Committee and Board of Trustee by the Chair of the Discipline Committee.

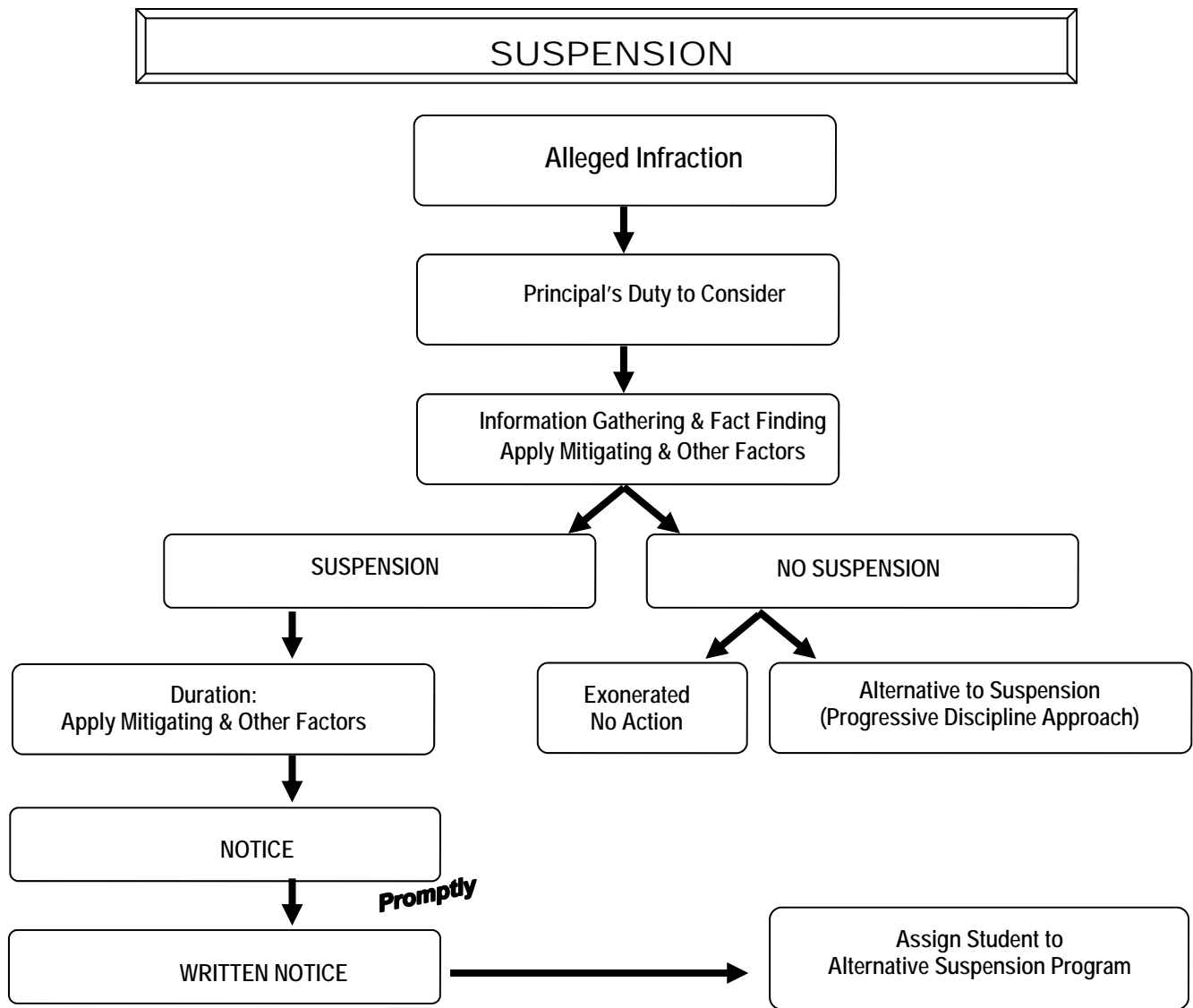
Superior-Greenstone District School Board

Signed By: \_\_\_\_\_  
Chairperson

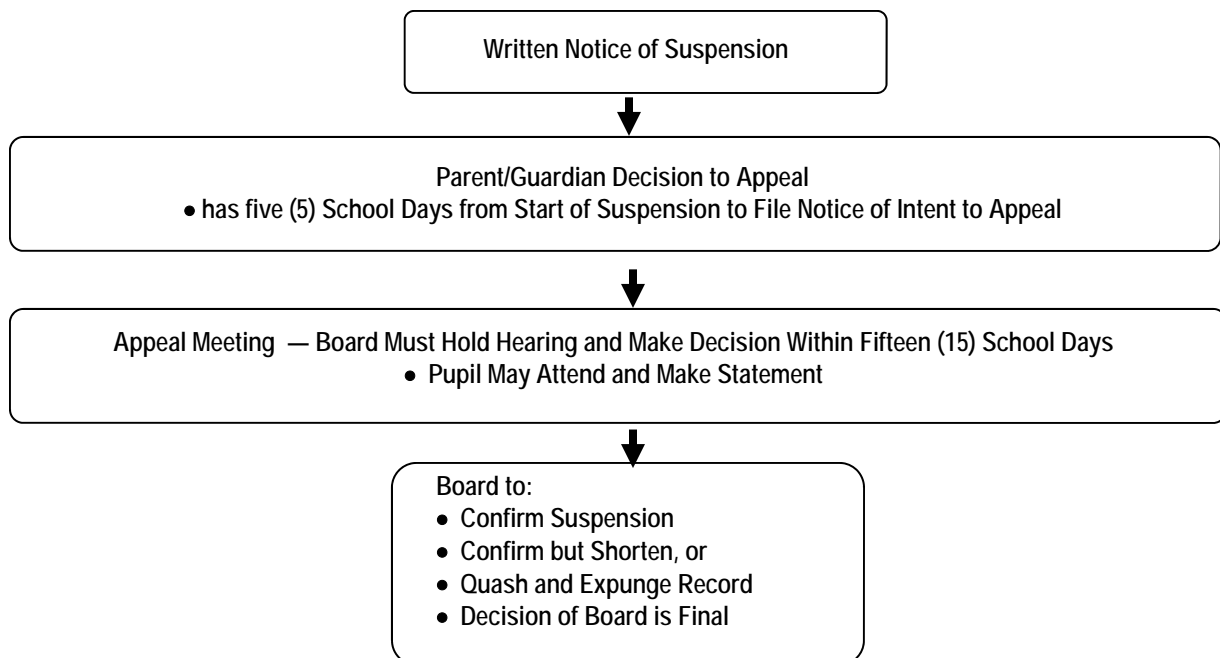
**535 – Management Guideline Progressive Discipline and School Safety**

**Procedures Flowchart**

[\(see following pages as Appendix 14\)](#)

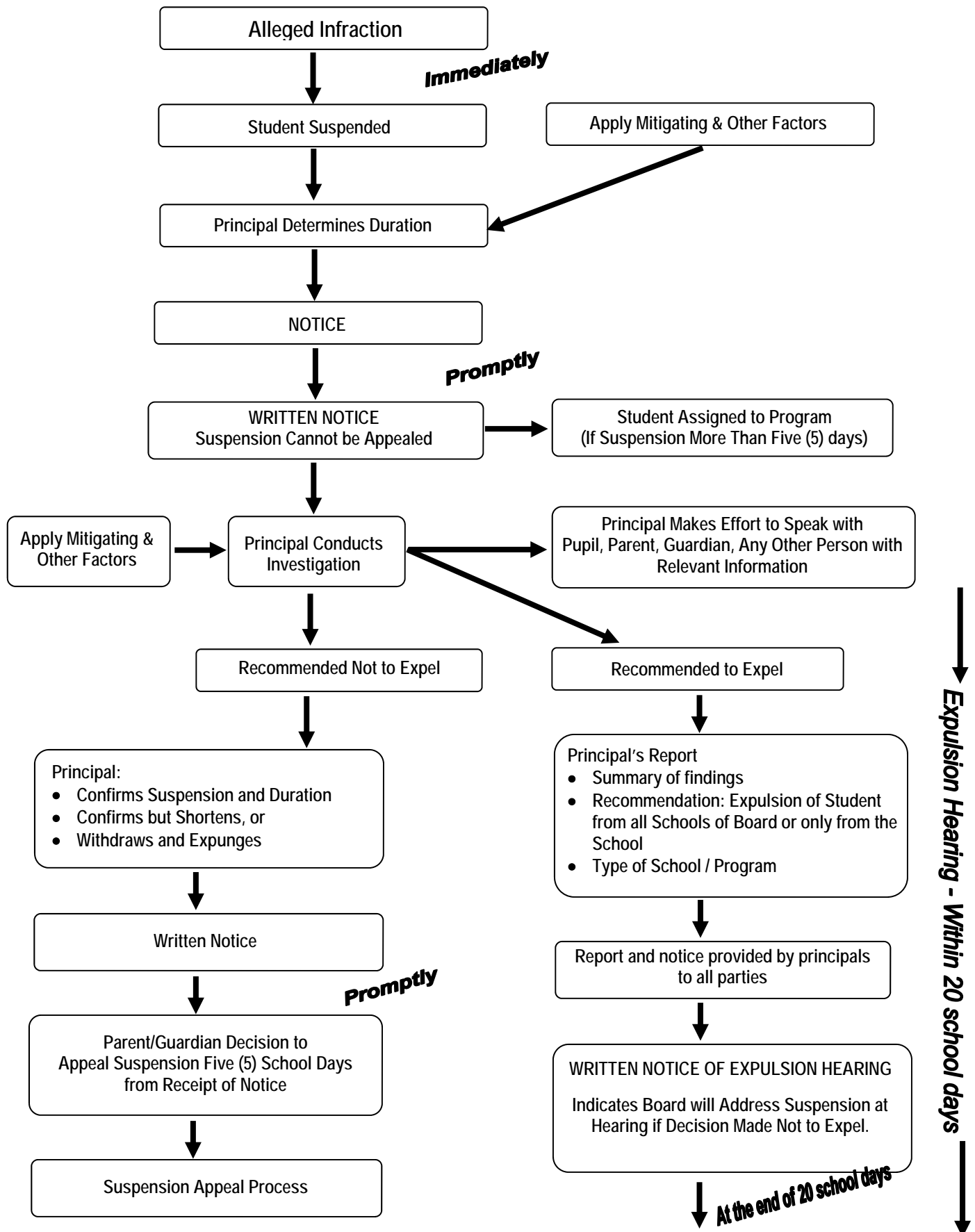


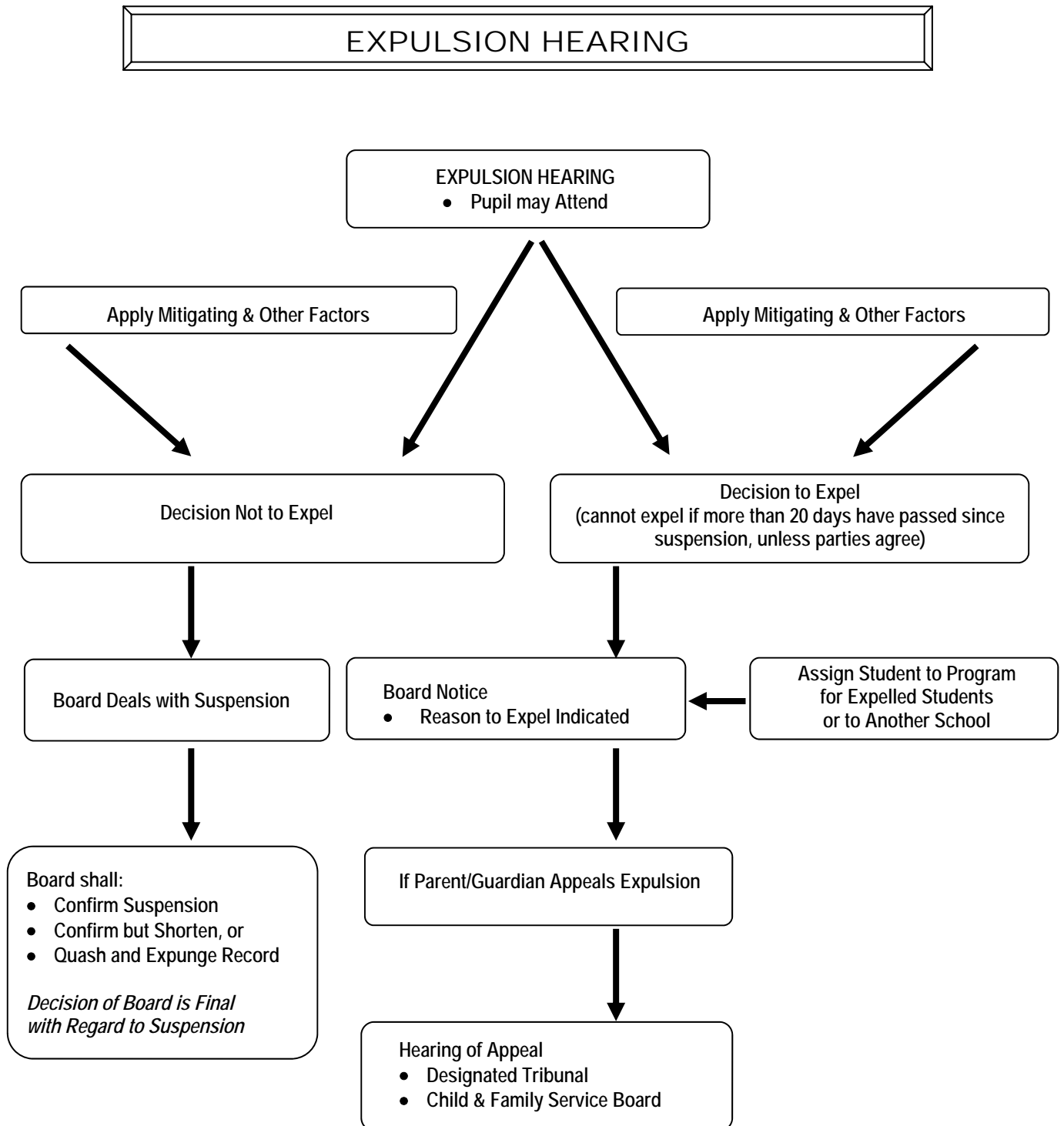
## SUSPENSION APPEALS





# SUSPENSION PENDING EXPULSION INVESTIGATION





## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

*Section* BUSINESS AND TRANSPORTATION

*Policy Name* PURCHASING 303

*Board Approved: May 18, 2010  
Sept. 7, 2004*

*Reviewed: April 26, 2010  
March 20, 2007*

*Review Before: December 2015:*

### ***POLICY***

Superior-Greenstone District School Board's goal when buying goods and services is to obtain maximum value for public funds expended in a manner consistent with publicly acceptable purchasing practices while meeting the educational needs of the system.

### ***PROCEDURES***

#### ***1.0 Scope***

The scope of this policy does not cover the purchase of real estate, transportation, staffing, insurance, consultants, or legal, audit and medical services.

#### ***2.0 Definitions***

The following definitions are understood to apply:

- a) Request for Quotation (RFQ): A Request for Quotation is an offer to execute work or supply goods when specifics are known and determined (used for smaller dollar requirements).
- b) Request for Proposal (RFP): A Request for Proposal is a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. The RFP uses predefined evaluation criteria, in which price is not the only factor.
- c) Request for Tender (RFT): A Request for Tender is a document used to request supplier responses to supply goods or services based on specific delivery requirements, performance specifications and terms and conditions. The RFT evaluation criteria are predominantly price and delivery requirements.

#### ***3.0 Supply Chain Code of Ethics***

All employees involved with supply chain-related activities must conduct themselves in accordance with the Ontario Broader Public Sector Chain Code of Ethics, attached as Appendix A.

#### ***4.0 Broader Public Sector (BPS) Supply Chain Guidelines – Procurement Policies and Procedures***

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Policies and Procedures, attached as Appendix B.

#### ***5.0 Superintendent of Business***

Any questions regarding this policy should be directed to the Superintendent of Business.

#### ***6.0 Non-Authorized Purchases***

Goods purchased in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval may be considered an obligation of the individual and not an obligation of the Board.

The Superintendent of Business has authorized the following exceptions to the requirement for a purchase order: regular utility payments, hotel accommodations, catering, groceries and purchases through Petty Cash.

#### **7.0 Purchases for Personal Use**

Items for personal use of employees may not be purchased through the Board.

#### **8.0 Local Purchasing**

Purchases shall be made locally provided quality, service, delivery and price are equal to those furnished by other suppliers.

#### **9.0 Canadian Product Preference**

Canadian manufactured products, supplies and equipment shall be given preference provided quality, service, delivery and price are equal to those furnished by a foreign supplier.

#### **10.0 Purchasing Limits**

As the dollar value of a purchase increases, so does the required accountability for that purchase. Therefore, the process to be used to make a purchase is outlined in the Table below.

It is not acceptable to break a single purchase into multiple purchases in order to reduce the estimated dollar value of the purchase and to avoid the dollar limits indicated below.

Total Purchase Amount	Process
Less than \$5,000	Purchases amounting to not more than \$5,000 will be made by purchase order processed directly by the department manager, school principal or designate;
More than \$5,000 but less than \$100,000	Purchases amounting to more than \$5,000 but not more than \$100,000 will be made by purchase order after obtaining written quotes (3 or more written quotes to be sought);
\$100,000 and more	Purchases of \$100,000 or more will be made by tender.

#### **11.0 Exceptions**

The Superintendent of Business shall be permitted discretion in the application of item 10.0 above, if:

- a) The preferred number of competitive bids cannot be obtained, or,
- b) It is more appropriate to purchase a particular make or model or brand to ensure compatibility with existing equipment and/or procedures, or,
- c) It is more appropriate to deal with a particular supplier for reasons of service or delivery.

#### **12.0 Approvals**

- a) Any purchase/construction project greater than or equal to \$500,000 must go before the Board for their approval of the Vendor/Contractor selection.

- b) For purchases greater than \$100,000 but less than \$500,000, approval of the Superintendent of Business or designate will be required.
- c) For purchases up to \$100,000, individual purchasing limits for staff will be defined by the Superintendent of Business.

### **13.0 Tender Opening**

Each tender shall be opened by the department manager in the presence of two (2) Board representatives. In most cases, the representatives will be Board Administrators.

Alternate arrangements for opening tenders may be approved by the Superintendent of Business, but must be outlined in the tender document.

### **14.0 Release of Tender Information**

In all cases, information on a successful tender shall only be made available upon request from a supplier who had submitted a written, competitive bid for the item(s) in question.

### **15.0 Staff: Gifts and Gratuities**

No Board employee connected either directly or indirectly with the purchasing function shall accept any gift, gratuity or any other complimentary gesture from a supplier or potential supplier to the Board.

### **16.0 Co-operative Purchasing**

Co-operative purchasing agreements may be entered into with other public bodies with the written approval of the Superintendent of Business. In such cases, the pricing obtained by other public bodies will be accepted and there will not be any further requirement to solicit independent pricing quotations or tenders.

**Appendix A**  
Policy 303- Purchasing  
as at March 31, 2010

**Ontario Broader Public Sector**

**Supply Chain Code of Ethics**

Goal: To ensure an ethical, professional and accountable supply chain.

1. *Personal Integrity and Professionalism*

All individuals involved in purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between Broader Public Sector (BPS) organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

2. *Accountability and Transparency*

Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

3. *Compliance and Continuous Improvement*

All BPS supply chain participants must comply with this Code of ethics and the laws of Canada and Ontario. Participants should continuously work to improve supply chain policies and procedures, to improve supply chain knowledge and skill levels, and to share leading practices.

**Appendix B**  
Policy 303 Purchasing  
as at March 31, 2010

**Ontario Broader Public Sector**  
**Procurement Policies and Procedures**

Segregation of Duties

1. Broader Public Sector (BPS) organizations must segregate at least three of the five functional roles. Responsibilities for these functions should lie with different departments or at a minimum with different individuals. In circumstances where it is not feasible to segregate three roles, as in the case with smaller organizations, adequate compensating controls approved by the external auditor will be acceptable.

Approval Authorities

2. BPS organizations must have a documented delegation of authority schedule that outlines the organization's authority levels for each of the five functional roles described in the segregation of duties and seek the necessary approval for all procurements prior to conducting the procurement.

Competitive Process Requirements

3. In accordance with the Agreement on Internal Trade (AIT), the Ontario-Quebec Procurement Agreement and the Procurement Policies and Procedures (PPP's) principle of transparency, BPS organizations must conduct open competitive procurements where the estimated value of procurement of goods, services or construction is \$100,000 or greater.

Request for Expressions of Interest (RFEI)

4. A response to a Request for Interest (RFI) or RFEI must not pre-qualify a potential supplier and must not influence their chances of being the successful proponent on any subsequent opportunity.

Request for Supplier Qualifications (RFSQ)

5. BPS organizations must ensure that the terms and conditions built into the RFSQ contain specific language to disclaim any obligation on the part of the BPS organization to actually call on any supplier as a result of the pre-qualification to supply such materials or services.

Advertising and Posting Competitive Documents to Market

6. In accordance with the AIT, calls for competitive procurements shall be made through an electronic tendering system that is equally accessible to all Canadian suppliers.



**Appendix B**Policy 303 Purchasing  
as at March 31, 2010

Construction contracts between \$100,000 and \$250,000 are not subject to the requirements of the AIT. Calls for those competitive procurements can be made through an electronic tendering system and/or one or more of the following methods:

- a) Publication in one or more predetermined daily newspapers that are easily accessible to all Canadian suppliers; or
- b) The use of source lists, such as Vendors of Record (VOR) or preferred suppliers lists.

*Timelines for Posting Competitive Procurements*

- 7. Purchasing BPS organizations must provide suppliers a minimum response time of 15 calendar days for procurements valued at \$100,000 or more.

*Bid Receipt*

- 8. BPS organizations must ensure that the closing date is set on a normal working day (Monday to Friday, excluding provincial and national holidays). Submissions that are delivered after the closing time must not be considered.

*Evaluation Criteria*

- 9. Evaluation criteria should be developed, reviewed and approved before the competitive process begins. These criteria must be included in the competitive documents. The competitive documents must also identify those criteria that are considered mandatory and any technical standards that need to be met. The evaluation criteria cannot be changed or altered once the competitive process has begun.

*Evaluation Process*

- 10. BPS organizations must fully disclose the evaluation methodology and process to be used in assessing a supplier's submission.

*Evaluation Team*

- 11. Evaluation team members must be aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create or appear to create a conflict of interest. BPS organizations must require team members to sign a conflict-of-interest declaration and non-disclosure agreement.

*Selection Process*

- 12. BPS organizations must ensure that each member of the evaluation team has completed an evaluation matrix rating each of the proponents. Records of evaluation scores must be auditable. Evaluators should be aware that everything they say or document must be fair, factual and fully defensible and may be subject to public scrutiny.

**Appendix B**Policy 303 Purchasing  
as at March 31, 2010

13. BPS organizations must select only the highest ranked submission(s) that have met all mandatory requirements set out in the related procurement document. In responding to procurement documents, suppliers may sometimes propose alternative strategies or solutions to the organization's business needs. Unless expressly requested in the procurement documents, organizations must not consider alternative strategies or solutions proposed by a supplier.
14. The method to resolve a tie score must be identified in the evaluation criteria of the FRP, including weighting, if applicable. Tie-break criteria are also subject to the rules of non-discrimination defined in Section 5.3.8.3.6.

*Non-Discrimination*

15. In compliance with the AIT, BPS organizations must refrain from any discrimination or preferred treatment in awarding a contract to the preferred supplier from the competitive process, unless justifiable based on the circumstances described below.

*Executing the Contract*

16. The agreement between the purchasing BPS organization and the successful supplier must be defined formally in a signed written contract before the provision of the goods, services or construction commences. When executing the contract, the organization must obtain the supplier signatures before obtaining the designated organization's signature. In situations where an immediate need exists for goods or services and the purchasing organization and the supplier are unable to finalize a contract, a letter of intent, memorandum of understanding (MOU) or interim purchase order may be used. This will allow for the immediate needs to be met, while final negotiations take place towards finalizing the contract.
17. The contract must be finalized using the form of agreement/contract that was released with the procurement document.
18. All contracts must include appropriate cancellation or termination clauses and BPS organizations should seek appropriate legal advice on the development of these clauses.
19. The term of the agreement and any options to extend the agreement must be set out in the procurement document. Changes to the term of the agreement may change the procurement value. Prior written approval by the appropriate approval authority is necessary before changing contract start and end dates. Extensions to the term of agreement beyond what is set out in the procurement document are considered non-competitive procurements and BPS organizations must seek appropriate approval authority prior to proceeding.

**Appendix B**  
Policy 303 Purchasing  
as at March 31, 2010

Award Notification

20. For purchases valued at \$100,000 or greater, BPS organizations must post, in the same manner as the procurement documents were posted, the name(s) of the successful supplier(s). Contract award notification must occur only after the agreement between the successful supplier and the organization has been executed. The contract award notification must include the agreement start and end dates, including any options for extension.

Vendor Debriefing

21. For purchases valued at \$100,000 or greater, BPS organizations must inform all suppliers who participated in the procurement process of their entitlement to a debriefing.

Non-Competitive Procurement Documentation

22. When a BPS organization bypasses the competitive process for any of the situations identified in Section 5.3.9.1, formal documentation must be completed to support and justify the decision. This documentation must be completed and approved by the appropriate authority levels within the organization and may be used as supporting documentation in the case of a competitive dispute.

Procurement Documents and Records Retention

23. All procurement documents, as well as any other pertinent information for reporting and auditing purposes must be maintained for a period of seven years and be in recoverable form if requested.

Conflicts of Interest

24. BPS organizations must consider any conflicts of interest during procurement activities applicable to all employees, advisors, external consultants or suppliers. The organization must require any individual involved in supply chain-related activities to declare all actual or potential conflicts of interest.

Bid Protest Procedures

25. BPS organizations must communicate the bid protest procedures for suppliers in all competitive and procurement documents to ensure that any dispute is handled in a reasonable and timely fashion. BPS organizations must ensure that their process is compliant with the bid protest procedures as set out in the AIT and the Ontario-Quebec Procurement Agreement.

**A detailed description of all the above requirements is found in the Supply Chain Guideline, issued by Ontario Ministry of Finance:**

<http://www.fin.gov.on.ca/en/ontariobuys/documents/scg.html>

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No: 48**

**Date:** June 21, 2010

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

**SUBJECT:** Estimates 2010-2011

---

### **Background**

The Ministry of Education's Grants for Student Needs 2010-2011 were released on March 26, 2010. The Ministry of Education continues to support the key student achievement goals. The funding model includes:

- Funding of the Provincial Framework Agreements (PDT)
- School Operations, Community Use of Schools and Student transportation increased 2% to help Boards manage commodity price increases.
- Stable funding for Special Education High Needs Amount (HNA) reduced to reflect declining enrolment.
- Top up funding for operations and school renewal reduced.
- Reduction in Board Administration funding.
- School Effectiveness Framework (SEF), Ontario Focused Intervention Partnership (OFIP), Specialist High Skills Major, and Special Education Behavior Expertise Amount (BEA) transferred into the Grants For Student Needs (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 (balanced budget). This year's due date for submission of the Boards' estimate package is July 30, 2010. Failure to comply with the above noted deadline will result in the imposition of financial penalties.

### **Budget Analysis**

The initial funding estimate provided to the board from the Ministry of Education showed that revenues for Superior-Greenstone would remain the same. Generally this would be good news during a time of declining enrolment. However several major factors create pressures that impact on the development of the board's budget:

Amalgamation required the inclusion of two schools into the estimates,  
Contractual salary increases for unionized employees,  
Reduced ability to decrease staffing levels particularly at the elementary level,

The greatest challenge facing the school board is the need to maintain program while experiencing continued enrolment decline. The board is at a point where continued reduction of teaching staff may result in the delivery of a program that cannot meet the needs of our students. Therefore the focus of these estimates was on maintaining as much of the current teaching staffing levels as possible.

The 2010-2011 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.

Included in this year's budget submission:

- Enrolment estimate is 1,693.63 (Elementary 770.0 and Secondary 923.6).
- Elementary teaching staff to reflect the plan approved by the Board on April 19, 2010.
- Full day Senior Kindergarten in all elementary schools continues.
- Early Childhood Educator (ECE) employed at Margaret Twomey public School.
- Secondary teaching staff to reflect the plan approved by the Board on May 17, 2010.
- Native Language and Native Studies courses reflect the current offerings.
- Educational Assistant staff to reflect the plan approved by the Board on May 17, 2010.
- No additional Educational Assistant staff included for First Nation's students as approval is pending.
- Nipigon Red Rock High School's Autism Project continues.
- School renewal allocation total \$1,005,000 this year to cover the items outlined in the 5 year capital forecast.
- School secretary positions reduced the equivalent of 1.0 full time position to reflect the smaller student population at Lake Superior High (.50) and Manitouwadge High (.50).
- The request for additional secretarial support (.50) at Margaret Twomey could not be supported.
- Board office support staff reduced the equivalent of 1.0 full time position. The reduction will be accommodated through attrition.
- 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**

Resolved that, the Superior-Greenstone District School Board adopt the Estimates for the 2010-2011 school year as presented.

Respectfully submitted,

Bruce Rousseau  
Superintendent of Business

2010 - 2011 School Board Estimates

Regular Board Agenda June 21/10 Page 110 of 244

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 231would read as of September 1, 2010 of the Education Act for the period of September 1, 2010 to August 31, 2011.

Superior-Greenstone District School Boardon21 JUNE 2010

22 JUNE 2010	Patti Pella
Date	Signed by Director of Education

**Compliance Report**

Regular Board Agenda June 21/10 Page 111 of 244

CATEGORIES	Gross Expenses excluding internal audit	Other incomes	Net Expenses excluding internal audit	Funding allocation excluding internal audit	Overspending on Administration and Governance	Compliant /Non- compliant
Administration and Governance	1,990,051	568,973	1,421,078	1,687,149	0	COMPLIANT
	<b>Is the board in a Multi-Year recovery Plan?</b>					NO
	(If board is in multi-year recovery plan then compliance report below does not apply.)					
	<b>Balanced Budget Determination</b>					
1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.3)					36,360,667
1.2	In-year expenses for compliance purposes (From Sch 10 Adj Page 2, line 90, Col 19)					36,360,666
1.3	In-year surplus/(deficit) for compliance purposes: Item 1.1 less item 1.2					1
1.4	If item 1.3 is positive, board is in compliance. Otherwise, see calculation below.					COMPLIANT
	<b>Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))</b>					
1.5	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)					29,606,353
1.6	1% of item 1.5					296,064
1.7	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)					3,230,862
1.8	Lesser of item 1.6 and item 1.7					296,064
1.9	If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below.					COMPLIANT
	<b>Compliance Calculation After Ministry Approval Amount (Education Act, 231. (3))</b>					
1.10	Amount of Ministerial approval received allowing in-year deficit to exceed item 1.8					0
1.11	Amount of allowable in-year deficit: Sum of item 1.8 and item 1.10					296,064
1.12	If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance					COMPLIANT



**Compliance Report - Directors Compliance**

## Broader Public Sector Supply Chain Guideline

Regular Board Agenda June 21/10 Page 112 of 244

## Superior-Greenstone District School Board

2.1 The above school board has reviewed existing procurement Code of Ethics and procurement practices and policies for compliance with the 25 mandatory requirements and Supply Chain Code of Ethics in the Supply Chain Guideline -

Yes

2.2 The above district school board is compliant with the required Supply Chain Code of Ethics and the 25 mandatory requirements listed in the Supply Chain Guideline -

Yes

2.3 If no, the above District School Board will be compliant by:

2.4 The above District School Board's procurement policies and a supply chain code of ethics are publicly available on the school board's website -

Yes

2.5 If no, these policies will be publicly available on the school board's website by:

**Schedule 3 - Capital Expenditure Budget****Page 1**

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		Col 1	Col 2	Col 3	Col 4	Col 5
	<b>Funding Source</b>	NPP & GPL other (Note 1)	Temporary Accommodation	GPL Renewal (Note 2)	Early Learning	Energy Efficient Schools
	<b>Expenditures - 2010-11</b>					
2.1	Land & Land Improvements with infinite Lives (EDC Eligible)					
2.2	Land & Land Improvements with Infinite Lives (Non-EDC Eligible)	0		0	0	0
2.3	Land Improvements (Finite Lives)	0		0	0	0
2.4	<b>Buildings - 40 years</b>					
2.5	New (From Schedule 3, New Schools, page 1)	0		0	0	0
2.6	Existing	0		2,015,295	0	544,094
2.7	CIP	2,925,581		0	0	715,120
2.8	<b>Sub-total Buildings (40 Years)</b>	2,925,581		2,015,295	0	1,259,214
2.9	<b>Other Buildings - 20 years</b>					
2.10	New	0		0	0	0
2.11	Existing	0		0	0	0
2.12	CIP	0		0	0	0
2.13	<b>Sub-total Other Buildings (20 years)</b>	0		0	0	0
2.14	<b>Portable Structures</b>					
2.15	New	0	0	0	0	0
2.16	Existing	0	0	0	0	0
2.18	<b>Sub-total Portable Structures</b>	0	0	0	0	0
2.19	Moveable type assets (From Schedule 3, Moveable assets capital expenditures)	0		0	0	167,224
2.20	Pre-Construction/Pre-Aquisition Costs	0		0	0	0
2.21	<b>Total Capital Expenditures 2010-11</b>	2,925,581	0	2,015,295	0	1,426,438
2.22	Portion of item 2.21 related to interest	0	0	0	0	0
2.23	<b>Total Capital Expenditures 2010-11 less interest</b>	2,925,581	0	2,015,295	0	1,426,438
	.....(Item 2.21 - 2.22)					
3.1	<b>Expenditures - 2011-12</b>					
3.2	Land & Land Improvements with Infinite Lives	0		0	0	0
3.3	Land Improvements (Finite Lives)	0		0	0	0
3.4	<b>Buildings - 40 years</b>					
3.5	New (From Schedule 3, New Schools, page 1)	0		0	0	0
3.6	Existing	0		0	0	0
3.7	CIP	0		0	0	0
3.8	<b>Sub-Total Buildings (40 years)</b>	0		0	0	0
3.9	<b>Total Land and 40 Year Buildings 2011-12</b>	0		0	0	0
4.1	<b>Expenditures - 2012-13</b>					
4.2	Land & Land Improvements with Infinite Lives	0		0	0	0
4.3	Land Improvements (Finite Lives)	0		0	0	0
4.4	<b>Buildings - 40 years</b>					
4.5	New (From Schedule 3, New Schools, page 1)	0		0	0	0
4.6	Existing	0		0	0	0
4.7	CIP	0		0	0	0
4.8	<b>Sub-Total Buildings (40 years)</b>	0		0	0	0
4.9	<b>Total Land and 40 Year Buildings 2012-13</b>	0		0	0	0

Note 1 - NPP refers to NPP, Best Start and Outstanding Capital Commitments and GPL Other refers to Growth Schools, PTR, French Capital Transition, and Capital Priorities.

Note 2 - Column 3 contains GPL Renewal stages 1 to 4.

**Schedule 3 - Capital Expenditure Budget****Page 2**

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		Col 6	Col 7	Col 8	Col 9	Col 10
	<b>Funding Source</b>	School Renewal	Minor TCA	School Generated Funds	Other	Total
	<b>Expenditures - 2010-11</b>					
2.1	Land & Land Improvements with Infinite Lives (EDC Eligible)				0	0
2.2	Land & Land Improvements with Infinite Lives (Non-EDC Eligible)	0		0	0	0
2.3	Land Improvements (Finite Lives)	113,000		0	0	113,000
2.4	<b>Buildings - 40 years</b>					
2.5	New (From Schedule 3, New Schools, page 2)	0		0	0	0
2.6	Existing	840,000		0	0	3,399,389
2.7	CIP	0		0	0	3,640,701
2.8	<b>Sub-Total Buildings (40 years)</b>	840,000		0	0	7,040,090
2.9	<b>Other Buildings - 20 years</b>					
2.10	New	0		0	0	0
2.11	Existing	0		0	0	0
2.12	CIP	0		0	0	0
2.13	<b>Sub-total Other Buildings (20 years)</b>	0		0	0	0
2.14	<b>Portable Structures</b>					
2.15	New	0		0	0	0
2.16	Existing	0		0	0	0
2.18	<b>Sub-total Portable Structures</b>	0		0	0	0
2.19	Moveable Type Assets (From Schedule 3, Moveable assets capital expenditures)	52,000	379,965	0	0	599,189
2.20	Pre-construction/Pre-Aquisition Costs	0		0	0	0
2.21	<b>Total Capital Expenditures 2010-11</b>	1,005,000	379,965	0	0	7,752,279
2.22	Portion of item 2.21 related to interest	0	0	0	0	0
2.23	<b>Total Capital Expenditures 2010-11 less interest</b>	1,005,000	379,965	0	0	7,752,279
	.....(Item 2.21 - 2.22)					
3.1	<b>Expenditures - 2011-12</b>					
3.2	Land & Land Improvements with Infinite Lives	0		0	0	0
3.3	Land Improvements (Finite Lives)	0		0	0	0
3.4	<b>Buildings - 40 years</b>					
3.5	New (From Schedule 3, New Schools, page 2)	0		0	0	0
3.6	Existing	0		0	0	0
3.7	CIP	0		0	0	0
3.8	<b>Sub-Total Buildings (40 years)</b>	0		0	0	0
3.9	<b>Total Land and 40 Year Buildings 2011-12</b>	0		0	0	0
4.1	<b>Expenditures - 2012-13</b>					
4.2	Land & Land Improvements with Infinite Lives	0		0	0	0
4.3	Land Improvements (Finite Lives)	0		0	0	0
4.4	<b>Buildings - 40 years</b>					
4.5	New (From Schedule 3, New Schools, page 2)	0		0	0	0
4.6	Existing	0		0	0	0
4.7	CIP	0		0	0	0
4.8	<b>Sub-Total Buildings (40 years)</b>	0		0	0	0
4.9	<b>Total Land and 40 Year Buildings 2012-13</b>	0		0	0	0

**Schedule 9 - Revenues - Page 1**

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<b>1</b>	<b>PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS</b>		
1.1	Legislative grants - current year	22,095,619	
1.2	Plus: Amounts from deferred revenue - legislative grants	2,683,714	
<b>1.3</b>	<b>TOTAL PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS</b>		24,779,333
<b>2</b>	<b>PROVINCIAL GRANTS - OTHER</b>		
2.1	Grants in aid of education research	0	
2.2	Literacy and Basic Skills	0	
2.3	Tutors in the Classroom	0	
2.4	Textbooks / Early years learning materials	0	
2.5	Teacher Training	0	
2.6	Managing Information for Student Achievement (MISA)	31,426	
2.7	Transportation	0	
2.8	Amounts from deferred revenue -Other Ministry of Education grants	0	
	Specify other grants for operating:		
2.9	EPO-SGDSB	394,589	
2.10		0	
2.11		0	
2.12		0	
2.13		0	
2.14		0	
<b>2.15</b>	<b>Subtotal - EDU Other Grants</b>	426,015	
	<b>Grants from Other Ministries and Other Government Reporting Entities (GRE)</b>		
2.16	Provincial employment assistance programs	0	
2.17	Ministry of Citizenship & Immigration - Citizenship/Adult ESL/FSL	0	
2.18	TCU Grant: Literacy and Basic Skills	0	
2.19	TCU Grant: OYAP	113,297	
2.20	TCU Grant: Ontario Employment Benefits and Support Measures (EBSM), formerly LDMA	0	
2.21	Amounts from Deferred Revenue - Other Ministries	0	
	Specify other grants from other ministries:		
2.22		0	
2.23		0	
2.24	Amounts from Deferred Revenue - Other GRE	0	
	Specify other grants from other government reporting entities (GRE):		
2.25		0	
2.26		0	
<b>2.27</b>	<b>Subtotal - Grants from Other Ministries and Other GRE</b>	113,297	
2.28	Other Grants - Non-GREs (specify):		
2.29		0	
2.30		0	
<b>2.31</b>	<b>Subtotal - Other Grants (Non-GRE)</b>	0	
2.32	Grant accrual re. 2011 accrued tax adjustment	0	
	Prior years' grant adjustments (specify):		
2.33		0	
2.34		0	
<b>2.35</b>	<b>Subtotal - Grant Adjustments</b>	0	
<b>2.40</b>	<b>TOTAL PROVINCIAL GRANTS - OTHER</b>		539,312
<b>3</b>	<b>TAXATION</b>		
3.1	Tax revenue from municipalities	4,472,895	
3.2	Tax revenue from unorganized territories	0	
3.3	Tax Revenue Adjustment for 2010 Calendar year	0	
3.4	Tax supplementary and tax write-offs adjustment - accrual re. 2011 amounts	0	
<b>3.5</b>	<b>TOTAL TAXATION</b>		4,472,895

**Schedule 9 - Revenues - Page 2**

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<b>4</b>	<b>SCHOOL GENERATED FUNDS</b>		
4.1	Elementary schools generated funds and other revenues	240,000	
4.2	Secondary schools generated funds and other revenues	275,000	
<b>4.3</b>	<b>TOTAL SCHOOL GENERATED FUNDS</b>		515,000
<b>5</b>	<b>FEDERAL GRANTS &amp; FEES</b>		
5.1	Fees - Day School	3,051,319	
5.2	Transportation Recoveries	0	
5.3	Employment Assistance	0	
5.4	Language Instruction for Newcomers to Canada (LINC)	0	
5.5	Amounts from Deferred Revenue - Federal Government	0	
5.6	Specify other:	0	
5.7		0	
<b>5.8</b>	<b>TOTAL FEDERAL GRANTS &amp; FEES</b>		3,051,319
<b>6</b>	<b>INVESTMENT INCOME</b>		
6.1	Interest income	0	
6.2	Interest on Sinking Fund Assets	0	
<b>6.3</b>	<b>TOTAL INVESTMENT INCOME</b>		0
<b>7</b>	<b>OTHER FEES &amp; REVENUES FROM SCHOOL BOARDS</b>		
7.1	Transportation Recoveries	693,000	
7.2	Rental Revenue - Instructional Accommodation / Schools	0	
7.3	Rental Revenue - Non-Instructional Accommodation	72,000	
7.5	Specify other:	0	
7.6		0	
<b>7.7</b>	<b>TOTAL OTHER FEES &amp; REVENUES FROM SCHOOL BOARDS</b>		765,000
<b>8</b>	<b>FEES &amp; REVENUES FROM OTHER SOURCES</b>		
8.1	Fees from Boards outside Ontario	0	
8.2	Fees from Individuals - Day School, Ontario Residents	0	
8.3	Fees from Individuals - Day School, Other	0	
8.4	Fees from Individuals - Continuing Education	0	
8.5	Transportation Recoveries	0	
8.6	Rental Revenue - Instructional Accommodation / Schools	0	
8.7	Rental Revenue - Non-Instructional Accommodation / Schools	138,000	
8.8	Rental revenue from Community Use	0	
8.9	Rental revenue - Other	0	
8.10	Insurance proceeds other than capital appurtenances	0	
8.11	Cafeteria income	0	
8.12	Board Level Donations - to be applied to Classroom Expenses	0	
8.13	Board Level Donations - Other	0	
8.14	Government of Ontario - Non grant payment	0	
8.15	Amounts from Deferred Revenue - Other Third Party	0	
8.16	Specify other:		
8.17	Salary recovery and Travel cost recovery	226,965	
8.18		0	
8.19		0	
8.20		0	
8.21		0	
8.22		0	
8.23		0	
8.24		0	
<b>8.26</b>	<b>TOTAL OTHER FEES &amp; REVENUES FROM OTHER SOURCES</b>		364,965
<b>9.0</b>	<b>DEFERRED CAPITAL CONTRIBUTIONS</b>		
9.1	Amortization of Deferred Capital Contributions		2,387,843
<b>10.0</b>	<b>TOTAL REVENUES</b>		36,875,667

## Schedule 10 - Expenses - Page 1

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Expense Categories		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Interest Charges on Capital
<b>INSTRUCTION</b>		<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>07</b>
Classroom Teachers	51	13,274,294	1,901,472		18,700	
Supply Teachers	52	560,700	44,568			
Teacher assistants/Early Childhood Educator	53	1,691,376	502,280			
Textbooks/Supplies	55				613,159	
Computers	54				1,000	0
(Para)Prof./Tech.	56	491,793	111,838		349,500	
Library/Guidance	57	892,348	191,584		7,168	
Staff Develop.	58	49,500	2,858	572,502		
Department Heads	67	0	0			
Principals and VPs	61	1,688,511	186,484	49,703	24,110	
School Office	62	873,006	226,307	10,300	111,003	0
Coord. and Consult.	59	307,009	27,549		62,296	
Continuing Ed.	63	0	0	0	0	
Amortization	72					
<b>Instruction Subtotal</b>		19,828,537	3,194,940	632,505	1,186,936	0
<b>ADMINISTRATION</b>		<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>07</b>
Trustees	64	81,350	5,705	28,000	19,000	
Dir./Supv. Officers	65	415,474	54,079	7,500	31,100	
Board Admin.	66	665,089	166,055	12,850	196,525	0
Amortization	73					
<b>Administration Subtotal</b>		1,161,913	225,839	48,350	246,625	0
<b>TRANSPORTATION</b>		<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>07</b>
Pupil Transp.	68	66,881	15,660	5,000	13,000	0
Transp.- Prov. sch.	69	0	0	0	0	
Amortization	74					
<b>Transportation Subtotal</b>		66,881	15,660	5,000	13,000	0
<b>PUPIL ACCOMMODATION</b>		<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>07</b>
Sch. Oper./Maint.	70	2,220,557	532,869	40,000	1,707,090	0
School Renewal	71				0	0
Other Pupil Accommodation	77				0	0
Amortization	75					
<b>Pupil Accommodation Subtotal</b>		2,220,557	532,869	40,000	1,707,090	0
<b>OTHER</b>		<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>07</b>
School Generated Funds	79				515,000	
Other Non-Oper. Expenses	78	0	0	0	0	
Amortization	76					
Provision for contingencies	80					
<b>Subtotal - Other</b>		0	0	0	515,000	
<b>TOTAL EXPENSES</b>	90	23,277,888	3,969,308	725,855	3,668,651	0
		<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>07</b>

**Schedule 10 - Expenses - Page 2**

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Expense Categories		Rental Expense	Fees & Contract. Serv.	Other	Transfer to Other Boards	Total Expenses
<b>INSTRUCTION</b>		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
Class. Teachers	51	0	0			15,194,466
Supply Teachers	52					605,268
Teacher assistants/Early Childhood Educator	53					2,193,656
Texts./Supplies	55	32,320	32,200	4,010		681,689
Computers	54	0	103,769			104,769
Prof/ParaProf/Tech.	56	0	6,500	0		959,631
Library/Guidance	57		0	0		1,091,100
Staff Develop.	58			0		624,860
Department Heads	67					0
Principals and VPs	61			0		1,948,808
School Office	62	48,777	53,200		0	1,322,593
Coord. and Consult.	59	0	0	0	0	396,854
Continuing Ed.	63	0	0	0	0	0
Amortization	72					0
<b>Instruction Subtotal</b>		<b>81,097</b>	<b>195,669</b>	<b>4,010</b>	<b>0</b>	<b>25,123,694</b>
<b>ADMINISTRATION</b>		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
Trustees	64			17,000		151,055
Dir./Supv. Officers	65			5,000	0	513,153
Board Admin.	66	0	39,635	259,048	0	1,339,202
Amortization	73					0
<b>Administration Subtotal</b>		<b>0</b>	<b>39,635</b>	<b>281,048</b>	<b>0</b>	<b>2,003,410</b>
<b>TRANSPORTATION</b>		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
Pupil Transp.	68	0	0	2,118,223	0	2,218,764
Transp. - Prov. sch.	69	0	0	0	0	0
Amortization	74					0
<b>Transportation Subtotal</b>		<b>0</b>	<b>0</b>	<b>2,118,223</b>	<b>0</b>	<b>2,218,764</b>
<b>PUPIL ACCOMMODATION</b>		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
Sch. Oper./Maint.	70	0	34,800	339,156		4,874,472
School Renewal	71		0	0		0
Other Pupil Accommodation	77	0	0	0	0	0
Amortization	75					2,387,843
<b>Pupil Accommodation Subtotal</b>		<b>0</b>	<b>34,800</b>	<b>339,156</b>	<b>0</b>	<b>7,262,315</b>
<b>OTHER</b>		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>
School Generated Funds	79					515,000
Other Non-Oper. Expenses	78			128,014	0	128,014
Amortization	76					0
Provision for contingencies	80					39,130
<b>Subtotal - Other</b>				<b>128,014</b>	<b>0</b>	<b>682,144</b>
<b>TOTAL EXPENSES</b>	<b>90</b>	<b>81,097</b>	<b>270,104</b>	<b>2,870,451</b>	<b>0</b>	<b>37,290,327</b>
		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>



**Schedule 10ADJ - Adjustments for Compliance Purposes****Page 1**

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Expense Categories		Less: Increase(Decrease) Unfunded Liabilities - Interest Accrued	Less: Increase(Decrease) Unfunded Liabilities - Vacation Accrued	Less: Increase(Decrease) Unfunded Liabilities - Employee Benefits	Plus: Changes to Employee Benefit Expense Due to Plan/Benefit Changes	Total Adjustments
<b>INSTRUCTION</b>		<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
Classroom Teachers	51	0	0	306,048	0	-306,048
Supply Teachers	52	0	0	0	0	0
Teacher assistants/Early Childhood Educator	53	0	5,989	20,794	0	-26,783
Textbooks / Supplies	55	0	0	0	0	0
Computers	54	0	0	0	0	0
(Para)Professionals / Technicians	56	0	1,797	5,998	0	-7,795
Library / Guidance	57	0	3,232	17,168	0	-20,400
Staff Development	58	0	0	0	0	0
Department Heads	67	0	0	0	0	0
Principals & Vice-Principals	61	0	0	18,413	0	-18,413
School Office	62	0	-831	10,328	0	-9,497
Coordinators / Consultants	59	0	-5,236	2,995	0	2,241
Continuing Education	63	0	0	0	0	0
Amortization	72					
<b>Instruction Subtotal</b>		0	4,951	381,744	0	-386,695
<b>ADMINISTRATION</b>						
Trustees	64	0	0	0	0	0
Directors / Supervisory Officers	65	0	2,918	4,705	0	-7,623
Board Administration	66	0	-2,623	8,359	0	-5,736
Amortization	73					
<b>Administration Subtotal</b>		0	295	13,064	0	-13,359
<b>TRANSPORTATION</b>						
Pupil Transportation	68	0	0	81	0	-81
Transportation - Provincial Schools	69	0	0	0	0	0
Amortization	74					
<b>Transportation Subtotal</b>		0	0	81	0	-81
<b>PUPIL ACCOMMODATION</b>						
Schools Operations & Maintenance	70	0	-10,583	25,109	0	-14,526
School Renewal	71	0	0	0	0	0
Other Pupil Accommodation	77	0	0	0	0	0
Amortization	75					
<b>Pupil Accommodation Subtotal</b>		0	-10,583	25,109	0	-14,526
<b>OTHER</b>						
School Generated Funds	79					-515,000
Other - Non-Oper. Exp.	78	0	0	0	0	0
Amortization	76					
Provision for contingencies	80	0	0	0	0	0
<b>Other Subtotal</b>		0	0	0	0	0
<b>TOTAL EXPENSES</b>	90	0	-5,337	419,998	0	-414,661

**Schedule 10ADJ - Adjustments for Compliance Purposes****Page 2**

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Expense Categories		Total Expenses	Total Adjustments	Adjusted Expenses for Compliance
<b>INSTRUCTION</b>		<b>12</b>	<b>18</b>	<b>19</b>
Classroom Teachers	51	15,194,466	-306,048	14,888,418
Supply Teachers	52	605,268	0	605,268
Teacher assistants/Early Childhood Educator	53	2,193,656	-26,783	2,166,873
Textbooks / Supplies	55	681,689	0	681,689
Computers	54	104,769	0	104,769
(Para)Professionals / Technicians	56	959,631	-7,795	951,836
Library / Guidance	57	1,091,100	-20,400	1,070,700
Staff Development	58	624,860	0	624,860
Department Heads	67	0	0	0
Principals & Vice-Principals	61	1,948,808	-18,413	1,930,395
School Office - Secretarial & Supplies	62	1,322,593	-9,497	1,313,096
Coordinators / Consultants	59	396,854	2,241	399,095
Continuing Education	63	0	0	0
Amortization	72	0		0
<b>Instruction Subtotal</b>		<b>25,123,694</b>	<b>-386,695</b>	<b>24,736,999</b>
<b>ADMINISTRATION</b>				
Trustees	64	151,055	0	151,055
Directors / Supervisory Officers	65	513,153	-7,623	505,530
Board Administration	66	1,339,202	-5,736	1,333,466
Amortization	73	0		0
<b>Administration Subtotal</b>		<b>2,003,410</b>	<b>-13,359</b>	<b>1,990,051</b>
<b>TRANSPORTATION</b>				
Pupil Transportation	68	2,218,764	-81	2,218,683
Transportation - Provincial Schools	69	0	0	0
Amortization	74	0		0
<b>Transportation Subtotal</b>		<b>2,218,764</b>	<b>-81</b>	<b>2,218,683</b>
<b>PUPIL ACCOMMODATION</b>				
School Operations and Maintenance	70	4,874,472	-14,526	4,859,946
School Renewal	71	0	0	0
Other Pupil Accommodation	77	0	0	0
Amortization	75	2,387,843		2,387,843
<b>Pupil Accommodation Subtotal</b>		<b>7,262,315</b>	<b>-14,526</b>	<b>7,247,789</b>
<b>OTHER</b>				
School Generated Funds	79	515,000	-515,000	0
Other - Non-Oper. Exp.	78	128,014	0	128,014
Amortization	76	0		0
Provision for contingencies	80	39,130	0	39,130
<b>Other Subtotal</b>		<b>682,144</b>	<b>-515,000</b>	<b>167,144</b>
<b>TOTAL EXPENSES</b>	<b>90</b>	<b>37,290,327</b>	<b>-414,661</b>	<b>36,360,666</b>

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

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	<b>OCTOBER 31</b>					
	<b>Elementary</b>	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)	61	0	0	0.00	30.50
1.2	Kindergarten (SK)	69	0	0	0.00	34.50
1.3	Grades 1 to 3	229		0	0.00	229.00
1.4	Grades 4 to 8	452		0	0.00	452.00
1.5	Total Elementary (under 21 years)	811	0	0	0.00	746.00
1.5.1	Elementary 21 years and over	0		0	0.00	0
	<b>Secondary</b>					
1.6	Grades 9 to 12 (under 21 years)	759		62	28.50	787.50
1.7	Grades 9 to 12 (21 years and over)	1		7	2.75	3.75
	<b>MARCH 31</b>					
	<b>Elementary</b>	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)	61	0	0	0.00	30.50
1.9	Kindergarten (SK)	69	0	0	0.00	34.50
1.10	Grades 1 to 3	229		0	0.00	229.00
1.11	Grades 4 to 8	452		0	0.00	452.00
1.12	Total Elementary (21 years and under)	811	0	0	0.00	746.00
1.12.1	Elementary (21 years and over)	0		0	0.00	0
	<b>Secondary</b>					
1.13	Grades 9 to 12 (under 21 years)	734		72	32.50	766.50
1.14	Grades 9 to 12 (21 years and over)	6		8	2.50	8.50

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

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	<b>OCTOBER 31</b>					
		Number of full-time pupils	Number of half-time pupils	Number of part-time pupils	FTE of part-time pupils	FTE
	<b><u>Elementary</u></b>					
	<i>Pupils less than 21</i>					
2.1	Gov. of Canada	22	4	0	0.00	
2.2	Visa	0	0	0	0.00	
2.3	Other	0	0	0	0.00	
2.3.1	Total Elementary (21 years and under)	22	4	0	0.00	24.00
	<i>Pupils 21 years and over</i>					
2.4.1	Gov. of Canada	0	0	0	0.00	
2.4.2	Visa	0	0	0	0.00	
2.4.3	Other	0	0	0	0.00	
2.4.4	Total Elementary (21 years and over)	0	0	0	0.00	0.00
	<b><u>Secondary</u></b>					
	<i>Pupils less than 21</i>					
2.5	Gov. of Canada	146		3	1.00	147.00
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
	<b>MARCH 31</b>					
		Number of full-time pupils	Number of half-time pupils	Number of part-time pupils	FTE of part-time pupils	FTE
	<b><u>Elementary</u></b>					
	<i>Pupils less than 21</i>					
2.11	Gov. of Canada	22	4	0	0.00	
2.12	Visa	0	0	0	0.00	
2.13	Other	0	0	0	0.00	
2.13.1	Total Elementary (Less than 21)	22	4	0	0.00	24.00
	<i>Pupils 21 years and over</i>					
2.14.1	Gov. of Canada	0	0	0	0.00	
2.14.2	Visa	0	0	0	0.00	
2.14.3	Other	0	0	0	0.00	
2.14.4	Total Elementary ( 21 years and over)	0	0	0	0.00	0.00
	<b><u>Secondary</u></b>					
	<i>Pupils less than 21</i>					
2.15	Gov. of Canada	130		10	4.00	134.00
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

Schedule 13 - Day School Enrolment				
3	Average Daily Enrolment			
Regular Board Agenda June 21/10 Page 123 of 244				
	Pupils of the board	Other pupils	Total	
	<u>Elementary</u>			
3.1	Junior Kindergarten	30.50		
3.2	Kindergarten	34.50		
3.3	Grades 1 to 3	229.00		
3.4	Grades 4 to 8	452.00		
3.5	Elementary Day School	746.00	24.00	770.00
	<u>Secondary - pupils less than 21 years</u>			
3.6	Secondary Day School - Grade 9 to 12	777.00	140.50	917.50
3.7	Independent Study	0.00	0.00	0.00
3.8	Total Secondary Day School	777.00	140.50	917.50
3.9	Total Day School	1,523.00	164.50	1,687.50
3.10	Elementary 21 years and over	0.00	0.00	0.00
	<u>Secondary - pupils 21 years and over</u>			
3.11	Secondary Day School - Grade 9 to 12	6.13	0.00	6.13
3.12	Independent Study	0.00	0.00	0.00
3.13	Total Adult Day School	6.13	0.00	6.13
Early Learning Pilot Schools ADE				
	Number of Full-time Pupils	Number of Full-time Pupils	ADE	
	October 31	March 31		
4.1	Junior Kindergarten (JK)	0	0	0.00
4.2	Kindergarten (SK)	0	0	0.00
4.3	Total	0	0	0.00

**Section 1A - Summary of Allocations**

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**OPERATING ALLOCATION - Page 1**

General Operating Allocation (Prior to Capital Adjustment and Interest Portion)		
1.1	Pupil Foundation	7,832,838
1.1.1	School Foundation	2,712,865
1.2	Special Education	2,297,680
1.3	Language	159,146
1.4	Learning Resources for Distant Schools and Outlying (Supported) Schools	3,575,633
1.5	Remote and Rural	1,874,063
1.5.1	Rural and Small Community Allocation	32,059
1.6	Learning Opportunity	1,066,334
1.7	Adult Education, Continuing Education and Summer School (including international languages and PLAR)	19,205
1.8	Cost Adjustment and Teacher Qualification and Experience	1,070,033
1.8.1	New Teacher Induction Program (NTIP)	50,000
1.9	Transportation	1,695,223
1.10	Administration and Governance	1,675,444
1.11	School Operations	4,206,555
1.11.1	Community use of schools	61,374
1.11.2	Temporary accommodation - relocation & leasing	0
	....Lesser of Schedule 3, Capital Grant Room & Receivable, item 5, col. 2 and total of items 5.1 to 5.4, col. 2	
1.12	Declining Enrolment Adjustment	517,516
1.13	Program Enhancement	164,050
1.14	First Nation, Métis and Inuit Education Supplemental Allocation	388,753
1.15	Safe Schools	79,568
1.16	Permanent Financing of NPF	128,014
1.17	Subtotal: General Operating Allocation (Prior to Capital Adjustment )	29,606,353
	.....(Sum of items 1.1 to 1.16)	
	Deduct: Capital Adjustment	
1.18	Minor Tangible Capital Assets	740,159
	...(Calculated as 2.5% of item 1.17)	
1.19	Total: General Operating Allocation	28,866,194
1.20	Total: Operating Allocation (before savings from strike or lock-out)	28,866,194
	...(Sum of items 1.19 and 1.20)	
	Deduct: Savings from strike or lock-out:	
1.22	Salaries, wages and employee benefits that are not payable as a result of employees withholding their services or a lockout.	0
1.23	Expense approved by the Minister that is attributed to the withholding of services by employees or a lockout.	0
1.24	Net Savings from Strike or Lock-Out	0
	.....(Item 1.22 less item 1.23)	
1.35	TOTAL: OPERATING ALLOCATION	28,866,194
	...(Sum of items 1.19 and 1.20)	
	CAPITAL ALLOCATION	
	Capital Grants	
1.60	Capital Grants	4,022,598
	...(From Sch 3, Capital Grant Room and Receivable, page 2, line 13, col 10)	
1.61	Minor Tangible Capital Assets	740,159
	...(Item 1.18)	
1.62	School Renewal	1,011,445
1.63	Short Term Interest on Capital	25,840
1.64	Capital Debt Support Payments - Interest Portion	0
	...(Section 12, Col 5, item 12.17 - item 12.16.1)	
1.75	TOTAL - CAPITAL ALLOCATION	5,800,042
	...(Sum of items 1.60 to 1.64)	
1.80	TOTAL ALLOCATION	34,666,236
	...(Sum of items 1.35 and 1.75)	

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 49

**Date:** June 21, 2010

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

**FROM:** Wayne Chiupka, Manager of Plant Services

**SUBJECT:** BAPS Project Update and Various Tender Awards June 2010

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### **Background:**

In September 2008 the Ministry of Education provided a funding approval to proceed with the replacement of BAPS, which was determined to be Prohibitive to Repair (PTR). This approval included benchmark funding of \$4,477,030, plus additional funding of \$300,000 for full day JK/SK provision.

Community consultation was carried out through a steering committee that was created to ensure community and stakeholder input was received. The services of the architectural firm of Evans Bertrand Hill and Wheeler were engaged, and the design process was begun. Input from the Steering Committee was used to create several scenarios. A final preferred layout was determined and the architect was instructed to proceed to the drawing and design stage.

A dedicated link has been created on the Board website and information related to the project has been posted for everyone to review. Updates to this website area will be made as new information becomes available, to ensure that the public is aware of the latest progress made in the design.

The tender process was initiated and the close date was set for Thursday June 4, 2010.

### **Current Situation:**

The Tender was issued as a package and included the following sub-projects and tender results, for which Quinan Construction Ltd was low bidder:

1. BAPS Building Replacement Project - \$3,853,000 (HST extra). Involves the replacement of the current BA Parker PS which has been designated Prohibitive to Repair (PTR) by the Ministry.
2. GCHS Renewable Energy PV Array - \$92,000 (HST extra). This project includes work related to the installation of a Photo Voltaic Array for Green Energy generation funded under a separate special grant.
3. GCHS Energy Saving Building Component Replacement - \$700,000 (HST extra). This project involves replacement of building components such as: windows, HVAC system components, and control systems, funded under another special grant.

All of the above work is to be carried out within one contract, for liability reasons related to having multiple contractors onsite, and therefore has been combined into one tender.

The tender results for the BAPS Project were very close to anticipated costs and we are on line with the funding that the Ministry has indicated is available for the Board.

As per the Ministry of Education capital project procedure, an application was made to the Capital Programs Branch to have the project reviewed and approved to proceed. At the time of the writing of this

report, an approval had not yet been received; however, the Ministry staff were studying the project details. We were advised that a response should be forthcoming within a week or so.

It is anticipated that this project will receive Ministry approval as designed and a resolution follows to award the tender to Quinan Construction Limited, subject to Ministry of Education approval for funding. Quinan Construction Limited of Orillia being the lowest bidder at \$4,645,000(HST extra).

**Administrative Recommendations:**

**That**, the Plant Services Department Report on the BAPS Project Update and Various Tender Awards June 2010 be received as information.

**That**, the tender for Alteration to GCHS for the New BA Parker Public School Renovation be awarded to Quinan Construction Limited in the amount of **four million, six hundred and forty five thousand** (\$4,645,000), HST extra, subject to Ministry of Education funding approval.

Respectfully submitted by:

Wayne Chiupka  
Manager of Plant Services

Patti Pella  
Director of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 50

**Date:** June 21, 2010

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

**FROM:** Wayne Chiupka, Manager of Plant Services

**SUBJECT:** **LSHS Tender Award June 2010**

---

**Background:**

Various capital projects have been advertised for tender with the work to be carried out this coming summer (2009/2010 budget year). The project in this report covers work funded by the Good Places to Learn and Renewal grants, and forms part of the regular 2009/2010 budget.

**Current Situation:**

- **PROJECT:** *LSHS - Food Services Classroom Renovations and Window and Exterior Door Replacement*

This project involves the renovation of the Food Services Lab to create a modern teaching space for the foods program, and various specified replacements of windows and doors around the school.

Tender advertisements have been run and the results of the LSHS tender will become known once the close date of Thursday, June 17, 2010 has passed.

**Administrative Recommendations:**

**That**, the above project tenders be approved as follows (HST extra):

**LSHS - Food Services Classroom Renovations and Window and Exterior Door Replacement** be awarded to \_\_\_\_\_ in the amount of \$ \_\_\_\_\_.

Respectfully submitted by:

Wayne Chiupka  
Manager of Plant Services

Patti Pella  
Director of Education

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No: 51**

**Date:** June 21, 2010

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

**FROM:** Cathy Tsubouchi, Manager of Accounting Services

**SUBJECT:** Internal Audit Report for 2010

---

### **Background**

Our Annual Audit Plan was approved by the Board in January 2010 and under that plan, the following schools were visited: Marathon High, Margaret Twomey Public and Beardmore 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. We would like to thank all those involved in the school audits for their assistance.

At the request of the Board of Trustees, a review of the current control framework for travel expenses has also been conducted. The methodology followed in carrying out the travel expense audit included the following steps:

- Review of the travel accounts for trustees, director of education, superintendents, managers and coordinators
- Documentation of the approval and processing of expenses
- Review and analysis of travel claims processed from September 2006 to May 2010

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

### **Findings**

#### **Enrolment**

The enrolment records examined during the 2009/10 audit are being maintained in accordance with the Ministry of Education's regulations.

However, before the completion of this report, the Ministry of Education released the results of their enrolment audit of the 2008/09 school year which was conducted in January 2010. As a result of their audit, the Ministry has made two recommendations which we are including in this report.

*It is recommended that the "Instructions for Use of Computerized Enrolment Registers" be reviewed on an annual basis in order to keep up to date on changes in Ministry enrolment policy and to ensure that there is appropriate training for all staff that handle enrolment recording.*

*It is recommended that a referral process to follow when a pupil is absent for 15 consecutive days be developed.*

These recommendations formed the basis for reviewing the 2009/10 enrolment. There were no issues found regarding consecutive absences around the 2009/10 count dates.

### Cash Handling

Controls for distribution of Petty Cash funds were in place at all schools visited.

The School Cash fund bank reconciliations were not being reviewed by the principal at Marathon High. These reconciliations should be reviewed on a timely basis in order to ensure that there are no unusual items in the school funds. Reconciliations were reviewed in the other schools visited.

*It is recommended that school administrators review and approve school funds bank reconciliations monthly.*

### Inventory

There was an issue at Marathon High such that there were more sewing machines on hand than were included on the inventory listing. Prior years' lists had been used to generate the current year's list rather than physically verifying the machines to the list. Over time, some machines had been omitted from the list.

At the time of the audit, there were no issues with disposals. Items removed from the listings were recorded on disposal forms.

### Purchasing

All of the schools visited have procedures in place to monitor purchases. These schools are using purchase orders for small purchases in order to track their budgets more accurately. In addition, procedures are in place to verify that goods have been received prior to authorizing payment. Packing slips are being retained and filed with copies of the purchase order. When required, schools were completing the Summary of Quotation form and also filing it with their copy of the purchase order.

### Travel Expenses

Superior-Greenstone District School uses Policy # 307 Travel, Meals and Hospitality Expenditures to govern its travel expenses. The policy is easily accessible to all staff and can be found on the board's website. Current practice is that Expense Reports are reviewed by supervisors and the Accounts Payable Clerk prior to payment and by the Manager of Accounting Services, prior to release of the cheque.

There were no irregularities discovered in the expenses reviewed. Expenses paid by the board were done so in accordance with Policy # 307 Travel, Meals and Hospitality Expenditures. All expenses reviewed had been properly approved, coded, supported by receipts and were within the limits allowed.

The current practices and procedures of the board were found to be adequate and therefore should be continued. To improve the system, given the pending changes in personnel for the board office, Policy #307 should be reviewed on an annual basis with all board office staff.

*It is recommended that Policy #307 be reviewed on an annual basis with all board office staff.*

**Audit Recommendations**

It is recommended that the “Instructions for Use of Computerized Enrolment Registers” be reviewed on an annual basis in order to keep up to date on changes in Ministry enrolment policy and to ensure that there is appropriate training for all staff that handle enrolment recording.

It is recommended that a referral process to follow when a pupil is absent for 15 consecutive days be developed.

It is recommended that school administrators review and approve school funds bank reconciliations monthly.

It is recommended that Policy #307 be reviewed on an annual basis with all board office staff.

**Board Recommendations**

That the Superior-Greenstone DSB accepts the 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 2009 INTERNAL AUDIT REPORT**

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.

**STATUS: Each school had a system for tracking cash taken from Petty Cash.**

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.

**STATUS: This was not an issue this year.**

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

**STATUS: This was not an issue this year.**

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.

**STATUS: This was not an issue this year.**

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.

**STATUS: This was not an issue this year.**

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 52**

**Date:** June 21, 2010

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

**FROM:** Cathy Tsubouchi

**SUBJECT:** Disbursements Report for May 2010

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**Background**

In June 2009, the Board approved the 2009/2010 Budget of \$36,369,734.

2009/2010 Original Budget	\$36,369,734
Various Additional Grants	714,788
Adjusted 2009/2010 Budget	\$37,084,522

Based on the above, average spending for each month should be approximately \$3,090,000. 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 2010 were \$3,048,244.00 which is within average. The details of cheques issued during the month have been submitted to Darlene Keenan, Chair of the Business Committee for review.

**Administrative Recommendations**

That Superior-Greenstone DSB Board receives Report No. 52: Disbursements for May 2010 as presented for information.

Respectfully submitted,

Cathy Tsubouchi  
Manager of Accounting Services

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 61**

**Date:** June 21, 2010

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

**FROM:** Danielle Robinson, Student Trustee

**SUBJECT:** Turtle Concepts and the Programs They Offer

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**Background**

Turtle Concepts is a youth empowerment group that has been around since 1999. Its founder is Dave Jones who hails from the Garden River First Nation located east of Sault Ste. Marie, Ontario.

Their vision is to empower people through inspiring, energetic and unique programs that understand the needs of humankind in an informative, enthusiastic and culturally-sensitive format. They want people to feel good about themselves on many levels, socially, emotionally, spiritually and physically. Turtle Concepts gives people tools to help with their confidence and for everyday life.

I personally have known Turtle Concepts for 8 years and have worked with them for a summer. When I first met them I was confused as it was my first time seeing a group of such confident people. They helped me get out of my shell and become who I am today.

Turtle Concepts has come to Marathon High School in the past. They did a two day workshop in Pic River where all students were welcome. In this workshop we heard biographies from the Turtles about their lives and the challenges they have faced getting to where they were in life. We learned how to respect our bodies and have confidence in ourselves to achieve and not be ashamed.

**Current Situation**

Recently we had a workshop with Turtle Concepts where the program leaders helped us develop a program that we can facilitate for grade 8 students to help them transition and feel more comfortable about attending high school in the fall. Dave came in and talked to students who wanted to assist and we came up with an action plan. We decided to have a tour for the grade 8 students in the morning and then set up a carnival for the afternoon involving all students. The carnival was a big hit and everyone enjoyed themselves. In the fall the students who attended the workshop will be wearing a yellow shirt so the grade eights could recognize them and have someone to talk to on their first day if they have any questions.

Also this year the school seemed to change a lot from earlier years. Dave recognized it instantly when he started asking us questions about cliques and stereotyping in his recent workshop. The students who attended the workshop said that gossip that used to be rampant in the school is much less now and the former cliques are almost nonexistent. We discussed some of the negative aspects within our school and talked about ways in which we could improve the situations and maintain the positive environment we have developed in the school

**Administrative Recommendations:**

That the Superior-Greenstone DSB receive as information, Report No. 61: Turtle Concepts and the Programs They Offer.

Respectfully submitted by,

Danielle Robinson, Student Trustee  
Marathon High School

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 53  
**Date:** June 21, 2010

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

**FROM:** Patti Pella, Director of Education

**SUBJECT:** 2010 Ontario Summer Learning Program

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**Background**

The Ontario Ministry of Education, CODE (Council of Directors of Education) and McMaster University are conducting research with 31 District School Boards to:

- measure disparities in student literacy in the early grades
- explore how family and school practices contribute to those gaps
- evaluate the impact of summer learning programs on those gaps

**Current Situation**

This project will examine the effects of summer learning programs among children in grades 1-3 across 31 Ontario school boards. One component of the research is a parent survey, a second component is two tests of student literacy using the STAR reading software. These tests will be used to calculate summer learning gains/losses and achievement gaps.

We have met with Marathon Public Library and have determined that this will be the site for the program. It is a central hub in the community and currently runs a variety of exciting programs for children which will be accessible to the participants of the 2010 Summer Learning Program.

The 2010 Summer Learning Program will run for four weeks, including the last two weeks of July and the first two weeks of August. An information letter was sent to parents of all children in grades 1-3 early in June. An information session for parents was hosted on June 15, 2010. A posting for the teacher of the program and the summer student will run in the Chronicle Journal the weekend of June 19, 2010.

In order to qualify for the funding, a minimum of 15 participants must be registered in the program.

**Recommendations**

That, the Superior-Greenstone DSB receive as information Report No. 53: 2010 Ontario Summer Learning Program.

Respectfully submitted,

Patti Pella  
Director of Education



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 54  
**Date:** June 21, 2010

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

**FROM:** Patti Pella, Director of Education

**SUBJECT:** 2010-2011 Operational Review of Superior-Greenstone District School Board

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### **Background**

Over the past three years, 61 school boards have participated in the Operational Review process. The reviews are focused on school board operations in four areas: governance and school board administration; human resource management and school staffing/allocation; financial management and school operations and facilities management. The Operational Reviews are designed to provide opportunities for school boards to work together to build management capacity, ensure efficient management of resources, share best practices and identify strategies for continuous system improvements.

### **Current Situation**

The Operational Review consists of the actual review and follow up reviews and visits. The details and findings of school board reviews conducted during the 2008-2009 school year are available in the 2008-2009 Sector Summary Report. This report, as well as the Operational Reviews and follow up reviews are posted to the School Business Support Branch website, <https://sbsb.edu.gov.on.ca/>

Follow up reviews generally take place a year after the Operational Review. The 2010-2011 school year is the final year for the Operational Review field visits and the 11 remaining school boards will be reviewed, including Superior-Greenstone.

Superior-Greenstone DSB will be reviewed during the week of September 20, 2010.

### **Recommendations**

That, the Superior-Greenstone DSB receive as information Report No. 54: 2010-2011 Operational Review.

Respectfully submitted,

Patti Pella  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 55  
**Date:** June 21, 2010

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

**FROM:** Patti Pella, Director of Education

**SUBJECT:** 2010 Summer Break and Board Business

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**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 19, 2010. 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 2010.

**Administrative Recommendations**

That, the Superior-Greenstone DSB cancels the Regular Board meeting, scheduled on Monday, July 19, 2010.

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 2010.

Respectfully submitted by,

Patti Pella  
Director of Education

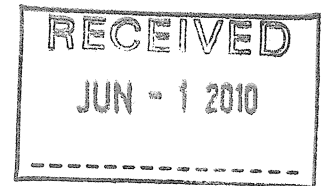


**Office of The Chair of The Board**

Jim McCuaig Education Centre  
2135 Sills Street Thunder Bay ON P7E 5T2  
Telephone (807) 625-5100 Fax (807) 622-0961

May 19, 2010

The Honourable Leona Dombrowsky  
Minister of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2



Dear Madam Minister:

Lakehead District School Board strongly supports Environmental Education and applauds the Ministry of Education for implementing the Regional Environmental Education Lead (REEL) Role. Environmental Education must continue to be a priority in today's society. It is for this reason that the Trustees of the Lakehead District School Board are writing to voice objection to the cessation of funding for the position of REEL after such a short period of time, and the impact this will have on Ministry and local policy implementation and cross curricular program planning.

There can be no doubt that we are at a critical time in global history, a point of change and divergence. The current global environmental crisis demands that we prepare our students to be critical thinkers and creative problem solvers in order to confront the environmental challenges society faces. To do that, our education system needs to ensure that it is inclusive of both the appropriate environmental content and context.

The Acting Today, Shaping Tomorrow policy framework and the subsequent funding of the REEL program were positive steps towards bringing meaningful, systematic environmental education to the students of Ontario. Additionally, the Ministry is currently revising each of its subject curriculum documents to include embedded environmental education in the newly revised expectations. The REEL role is critical to the successful implementation of the policy framework and fostering awareness of the new curriculum expectations. A bridging position and program which provides expertise and funding is necessary in order to continue the successful implementation of environmental education across the province.

In the short eight and one half months the REEL has been in place, Boards across the province are creating and adopting Environmental Education policies, beginning programs to foster environmental stewardship and assisting their teachers to embed environmental education across the curriculum. The program itself is in its infancy and has only begun the vital work of implementing the policy framework. In the absence of a coordinating position, expertise and funding, already over loaded Boards will be unable to successfully pursue and continue the necessary and ambitious goals of the framework.

**Your Children Our Students The Future**

[www.lakeheadschoools.ca](http://www.lakeheadschoools.ca)

Lakehead District School Board

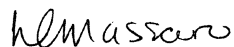
What is resourced gets done. It is disappointing that such an educationally vital program would be cut at a time when environmental education is at the forefront and is gaining momentum.

In this time of cost restraints and fiscal responsibility, it is imperative that we carefully evaluate, through a comprehensive cost-benefit analysis, the impact of extinguishing programs that best serve the students of Ontario. The benefits of environmental education will not be visible in the short term, but will have a significant impact on the long term. It is imperative that the Ministry provide appropriate structure and support to implement environmental education into our schools. The choices we make today will have an impact on the economic, political and sociological future of Ontario and the nation.

In light of the importance and critical nature of environmental education, the Lakehead District School Board urges the Ministry to reconsider its decision to end the REEL program and make a bold statement to the nation and the globe; that we, in Ontario, value and support environmental education as a preparatory step for our children's futures.

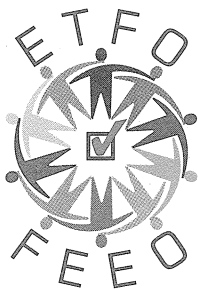
Thank you for your consideration of this request.

Sincerely,



Deborah Massaro  
Chair  
Lakehead District School Board

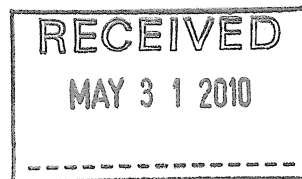
cc Trustees  
Catherine Siemieniuk, Director of Education  
Superintendents  
Bill Mauro, MPP Thunder Bay-Atikokan  
Michael Gravelle, MPP Thunder Bay-Superior North  
Colleen Schenk, President, Ontario Public School Boards' Association  
Gail Anderson, Executive Director, Ontario Public School Boards' Association  
Ontario District School Boards  
NOEL Directors



Regular Board Agenda June 21/10 Page 139 of 244  
**Elementary Teachers' Federation of Ontario**  
**Fédération des enseignantes et des enseignants**  
**de l'élémentaire de l'Ontario**

480 UNIVERSITY AVENUE, SUITE 1000, TORONTO, ONTARIO M5G 1V2  
TELEPHONE: 416-962-3836 TOLL FREE: 888-838-3836  
FAX: 416-642-2424 WEBSITE: [www.etfo.ca](http://www.etfo.ca)

May 26, 2010



Mark Mannisto  
Board Chair  
Superior-Greenstone District School Board  
12 Hemlo Drive  
Marathon, ON P0T 2E0

Dear Mark Mannisto:

The Elementary Teachers' Federation of Ontario (ETFO) has a proud history of providing high quality services and programs for elementary educators across the province.

ETFO is enthusiastic about the government's recent decision to implement a full-day Early Learning Program for kindergarten-aged children over the next several years. Our members are looking forward to the opportunity to participate in this exciting new initiative along with the many Early Childhood Educators who will be hired to work in partnership through the development and implementation phases of the program.

ETFO believes that all designated Early Childhood Educators would be best served by a union that understands elementary issues at their core. ETFO is in the process of initiating an organizing campaign for all Early Childhood Educators in public and separate elementary sites. We hope that you will support us in this endeavour.

We look forward to working with you as we begin our efforts to inform and educate the designated Early Childhood Educators on the benefits of being a member of ETFO.

Yours sincerely,

Sam Hammond  
President

SH:SO:VF:EYO

Copy: Local President

**CLOSE the GAP**

OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## Board Services Department

133 Greenbank Rd.  
Ottawa, Ontario  
K2H 6L3Tel: 613 596-8255  
Fax: 613 596-8789

To: <i>Chair, Ontario Public School Boards</i>	Facsimile Number:
From: <i>Cathy Keerref Chair, OCDSB</i>	Telephone Number:  613 596-8211 ext: _____
Date: <i>June 17</i>	Number of pages including cover:  <i>3</i>

Comments:*letter - 2 pages*CONFIDENTIAL INFORMATIONREMINDER:

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OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

*Office of the Chair of the Board*

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June 3, 2010

The Honourable Jason Kenney, P.C., M.P.  
Citizenship and Immigration Canada  
Ottawa, Ontario  
K1A 1L1

Dear Minister Kenney,

**Re: Language Support and Settlement Services for Immigrant Children and Youth**

I am writing to express the serious concerns of the Ottawa-Carleton District School Board (OCDSB) about how the needs of immigrant children and youth are being under-served by the federal and the provincial governments. Since the 2005 Canada-Ontario Immigration Agreement clearly omits the needs of children and youth, it has been left almost entirely in the hands of the provincial government to fund their settlement and language needs. This funding arrangement is proving to be woefully inadequate.

For example, at the Ottawa-Carleton District School Board, 9000 students are identified as needing English as a Second Language instruction, yet the province only recognizes and funds 3000 students for ESL – an alarming ratio of 3 to 1. Funding is provided for only four years on a steeply declining scale, where studies show many students take over seven years to learn English to a sufficient level to allow them to succeed academically at school. Our board is therefore unable to provide sufficient ESL services in all the schools across our district having students with ESL needs.

Most severely, nearly 350 students are identified as requiring English Literacy Development (ELD) – that is they have had limited prior schooling – and the Board receives no additional funding to meet their *significant additional needs*. These students may have arrived through the Government Assisted Refugee or other federal programs from war-torn countries or other situations of persecution, may have experienced direct violence to themselves or to their families, and therefore, understandably, their needs are multi-faceted (social, economic, psychological, medical) and profound. Yet these go unrecognized and unmet by either the federal or provincial funding formulae.

ELD students clearly need separate high teacher-to-student ratio classroom environments for several years to allow them to become familiar with the language, customs, and values of Canadians and to enable them to catch up in their schooling – in some cases their having never been in a classroom before.



For example, our Central Orientation Class for ELD students from ages 18 to 21, some of whom have never been in school before, will be closed at the end of this coming school year because of the funding shortage. These students require an accelerated elementary school program and language instruction before they can even begin to acquire high school credits. *What will happen to these students?*

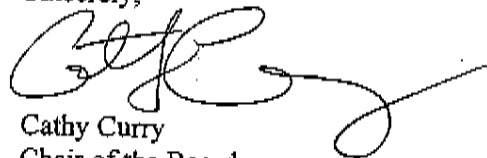
Some funding is provided federally for settlement workers in schools. Indeed, the OCDSB was the pioneer school board for this program through our Multicultural Liaison Officer program which is now being at least partially replicated continent-wide. Citizenship and Immigration Canada (CIC) funds only part of this program, that part which serves the immediate settlement needs of newly arrived families to Ottawa. The second and perhaps more important part of the MLO program is meeting the longer term needs of the immigrant communities where conflicts can and do occur when children become 'Canadianized' before their parents, sometimes leading to serious trouble at school, in the family, and within the community. This important component of the program is not funded by CIC, nor is it funded by any agency. It is therefore under significant and constant threat and comes up annually for review for cutting during our budget process, including over the next two years, where our staff are recommending a 43% cut (or six positions) to the program.

Studies are demonstrating that students with an English deficit who receive adequate support at school perform equally to or better than native-Canadians. The fact that Ontario-wide, ESL students significantly under perform the average student is therefore completely unacceptable and must be remedied through immediate action.

We ask that your government act immediately and in unison with the provincial government to bring language support and settlement services for immigrant children and youth to sufficient levels. The social costs of not investing in preventative measures for immigrant children and youth early are enormous and profound – economically through their being under-employed and socially through increased policing and incarceration costs for those youth who will inevitably fall through the cracks at school because of inadequate support.

I appreciate your immediate attention to this matter.

Sincerely,



Cathy Curry  
Chair of the Board

cc Ontario Premier Dalton McGuinty  
Minister of Education, Leona Dombrowsky  
Minister of Citizenship and Immigration, Dr. Eric Hoskins  
Chairs, All Ontario Public School Boards  
Annie Kidder, Director, People for Education  
Trustees, Ottawa-Carleton District School Board  
Dr. L. Thomson, Director of Education  
Senior Staff, Ottawa-Carleton District School Board



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## Board Services Department

133 Greenbank Rd.  
Ottawa, Ontario  
K2H 6L3

Tel: 613 596-8255

Fax: 613 596-8789

To: <i>Chair - Ontario Public School Boards</i>	Facsimile Number:
From: <i>Kathy Perry Ottawa Carleton District School Board</i>	Telephone Number: 613 596-8211 ext: _____
Date: <i>June 7, 2010</i>	Number of pages including cover: <i>2</i>

Comments:*Please find attached letter.*CONFIDENTIAL INFORMATIONREMINDER:

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OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

*Office of the Chair of the Board*

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June 4, 2010

The Honourable Dalton McGuinty  
Premier of the Province of Ontario  
Legislative Building, Room 281, Queen's Park  
Toronto, On M7A 1A1

Dear Premier McGuinty:

I am writing on behalf of the Ottawa-Carleton District School Board to express our serious concerns with the implementation of the Early Learning Program.

We have two major issues:

- 1) A new program of this magnitude and importance requires time for successful implementation. The short timelines and late release of program specifics have not been realistic and will impact negatively on the program.
- 2) The program is currently under funded. Funding benchmarks established by the Ministry have not been realistic so far and will result in significant extra costs to our District. Furthermore, given the inappropriate salary benchmarks established for Early Childhood Educators it is unrealistic to expect that the Extended Day Program will operate at a cost recovery basis.

We understand that announcements regarding the above issues are coming soon. Therefore, we urge you to acknowledge the concerns of school districts and alleviate some of the pressures on program implementation by providing full funding for the Early Learning Program before the school year begins.

Sincerely,

  
Cathy Gurry  
Chair of the Board

cc Minister of Education, Leona Dombrowsky  
Chairs, All Public Ontario Public School Boards  
Colleen Schenk, President, OPSBA  
Trustees, Ottawa-Carleton District School Board  
Local and Provincial Media  
Dr. L. Thomson, Director of Education  
Senior Staff, Ottawa-Carleton District School Board

133 GREENBANK ROAD, NEPEAN, ONTARIO K2H 6L3

Tel: (613) 721-1820 Fax: (613) 820-6968 24-Hour Automated Information Line (613) 596-8222 Web Site: [www.ocdsb.edu.on.ca](http://www.ocdsb.edu.on.ca)



# Keewatin-Patricia District School Board

**David J. Penney**  
**Board Chair**

June 8, 2010

The Honourable Leona Dombrowsky  
Minister of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Dombrowsky:

**Re: 1) Accumulated Surpluses and 2) Special Education High Needs Amount**

There are two issues we wish to bring to your attention. The first is the new requirement for school boards to seek the permission of the Ministry to utilize accumulated surpluses in excess of 1% of annual operating funds to support in-year expenses.

Accumulated surpluses are built up by school boards through prudent fiscal management over a number of years. The power and authority to utilize these funds should rest solely with school boards. Since 1998 the financial powers of school boards have been continuously eroded. The requirement for school boards to seek permission to use their own funds is disrespectful to the role of locally elected and accountable trustees.

We agree that school boards should be responsible for adopting balanced budgets, but they should have the power to achieve their balanced budgets using accumulated surpluses, without having to go to the Minister on bended knee for permission to do so. We respectfully request that the requirement be rescinded.

The second issue we wish to bring to your attention is the impact of the Ministry's decision to remove the 100% stable funding guarantee from the High Needs Amount in the Special Education Allocation. The following summarizes the impact on our board:

2009-10 High Needs Amount (HNA)	\$6,935,970
2010-11 HNA based solely on per pupil amount of \$1,235.18.	\$5,867,723
Actual 2010-11 HNA with 50% guarantee & Measures of Variability (MOV) adjustment	\$6,382,488

/2 . . .



Keewatin-Patricia DSB  
The Honourable Leona Dombrowsky  
Minister of Education  
June 8, 2010  
Page 2 of 2

Year-over-year reduction in HNA	(\$553,482)
3% impact of Provincial Framework Agreement on costs funded by HNA (\$6,935,970 x .03)	(\$208,079)
<b>Total impact of removal of stable funding</b>	<b>(\$761,561)</b>

The loss of over three-quarters of a million dollars in 2010-11 will be offset by accumulated surpluses to avoid the need for massive layoffs of special education staff next year. However, it is obvious that our loss will exceed a million dollars the following year and we will not be able to postpone the inevitable reduction in staffing. The impact on our most vulnerable students will be devastating.

It is a fallacy to assume that declining overall enrolment means declining numbers of students with high needs. We urge you to reinstate the stable funding guarantee in the High Needs Amount to 2009-10 levels.

We also wish to point out that despite the Ministry's statement in the B5 Memo: *Education Funding 2010-11* that it is funding the enhancements in the Provincial Framework Agreement (PFA), we can find no evidence of such funding in the High Needs Amount calculation. Our High Needs Amount per pupil for 2010-11 is \$1,235.18, the same as it was for 2009-10 and less than the \$1,239.85 we were entitled to for 2006-07. The High Needs Amount for 2009-10 is brought forward in the HNA calculation with no allowance for a 3% wage increase. We would ask you to explain to us how the PFA wage increase is accounted for in the calculation of our HNA funding.

We understand that these are difficult financial times for the government, but we suggest that solving our financial problems on the backs of our most vulnerable students is not in keeping with the values of educators in this province.

We look forward to your reply and would be glad to further discuss these issues with you.

Sincerely,

***Keewatin-Patricia District School Board***

David Penney  
Board Chair

/dc

pc: OPSBA  
Chairs, Ontario School Boards

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Report No: 56  
Date: June 21, 2010

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

**FROM:** Valerie Newton, Superintendent of Student Success

**SUBJECT:** Special Education Board Plan 2010

---

**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 25, 2009.

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

- date changes
- changes to statistical information to include data for the 2009-2010 school year
- changes to incorrect data from previous years.

**Administrative Recommendations**

That, the Superior-Greenstone DSB approve the Special Education Board Plan – 2010 and forward it to the Ministry of Education for review and approval.

Respectfully submitted by,

Valerie Newton  
Superintendent of Student Success



# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



## SPECIAL EDUCATION PLAN

Based on Standards for School Board Plans

Revised May 2010

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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.

Timelines for consultations, input from stakeholders and the annual review of special education programs and services are as follows:

### **September**

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

### **September – April**

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

### **September – April**

- from 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**

- from 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
- from 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 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. Exceptional students within the board's jurisdiction (regardless of exceptionality) can access services through:

- 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.

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 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 with indirect support
- placement in the regular classroom setting with resource assistance
- placement in the regular classroom setting with withdrawal assistance

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.

## 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)
- (Speech, language, behaviour, psychological, psychiatric, occupational and
- physiotherapy, academic)
- 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*. 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*, 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. t.

### **Section 23**

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

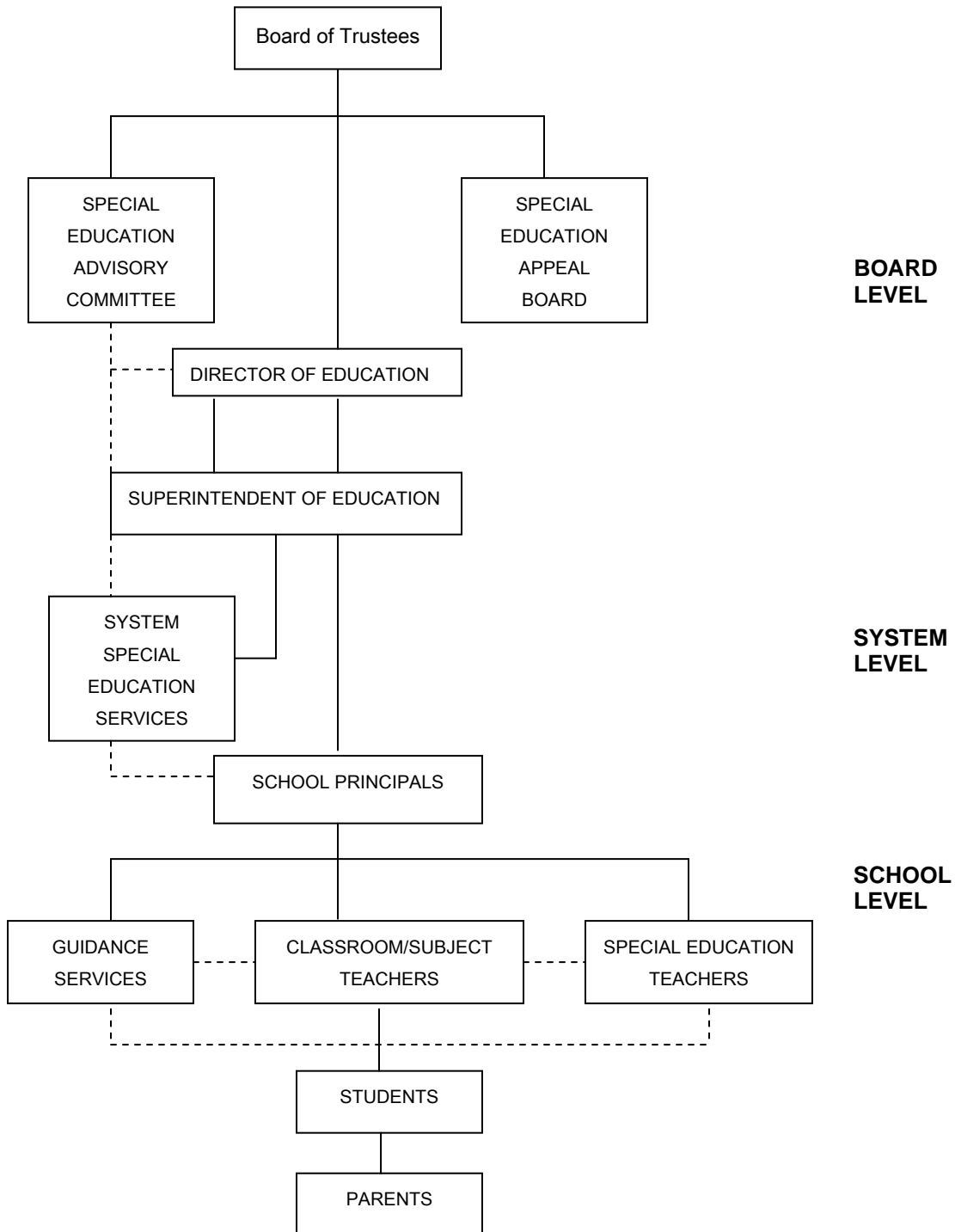
### **Provincial and Demonstration Schools**

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

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

## **C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART**

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



Direct Lines of Responsibility    \_\_\_\_\_  
 Consultation Relationship        - - - - -

## ***D - EARLY IDENTIFICATION PROCEDURES 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. The Early Identification procedure is done by the Junior Kindergarten 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 has developed a partnership with other community providers to develop a pre-screening program for students who are entering kindergarten. These community providers offer services in the area of family support, medical/health care, childcare and education. The program, which is known as "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

The Fair Start program is administered by some of the schools in the board with support from the Thunder Bay District Health Unit. 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.

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

- JK, SK, Grade 1 and Grade 2 Oral Language Assessment (OLA) in Terms 1, 2 and 3
- Grades SK, 1, 2, and 3 Developmental Reading Assessment II instructional book level in Terms 1 & 2 with Term 3 being optional.

Students who are experiencing difficulty in literacy may receive support from an Early Intervention Teacher either in class or in a small group withdrawal situation.

Should difficulties continue, a parent-teacher conference is held to discuss the next course of action with regard to assisting the student. At this time, the school (teacher) should be giving the parent the board's information pamphlets with regard to the special education process and explaining the process. Time should be taken to ensure that the parent fully understands the process and that the procedures to be

followed are understood. The school (teacher) should also discuss the assessment process and obtain the necessary consents to refer the child for an in-school (educational) or out-of-school assessment.

**Early Identification - Prevention Support by Other Service Providers**

In some regions within the board's jurisdiction, 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 meeting).



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

### ***POLICY***

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the JK and SK teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

### ***PROCEDURES***

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

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

#### **2.0 Time Line**

<u>Action</u>	<u>Involved</u>	<u>Time Line</u>
• JK and SK Registration	Principal	January/February
• Mailing Information re Orientation	Principal	April/May
• Orientation Activities	JK/SK Teachers	Spring
• Curriculum Night	JK/SK Teachers	September/October
	re: JK and SK Programs	
• JK/SK Parent/Teacher Interviews and Conference	JK/SK Teachers	Ongoing
		& Parents

## ***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 Appendix B of the Superior-Greenstone Special Education Plan.

### **Informal Approaches to Solving Problems Prior to IPRC Meetings**

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

- employ different teaching methods and strategies
- 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 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 Appendix D of the Special Education Plan, which are based on Ministry categories and definitions, are used as the basis for determining a student's identification.

### **Statement of Strengths and Needs**

All Identification, Placement and Review Minutes list the strengths and needs of the student that have been determined through the 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, based on assessment reports.

### **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 indirect service.
2. The student can be placed in the regular classroom with resource assistance
3. The student can be placed in the regular classroom with withdrawal assistance..

### **Annual IPRC Review/Interim Reviews**

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

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

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

### **Meeting With Parents Prior to Rendering a Decision to the Board**

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 B.

### **Superior-Greenstone District School Board Statistics**

Please refer to Appendix H.

## ***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 such as the WIAT 11 administered by teachers with Special Education qualifications, it may also include student information based on the results of one or more of the following:

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

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

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

### **Out-Of-School Referrals - Assessments**

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

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

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

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

### **Parental Consent**

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

Other than tests used for educational assessments given by the Special Education Resource Teacher, all other assessments and diagnoses are provided by various support agencies through their employment of qualified professionals. The main support agencies are: 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 and consent for out-of-school agencies to view the OSR and student work. Out-of-school agencies obtain consent from parents for the inclusion of their reports in the student's Ontario Student Record folder.

Parents have the option of:

- 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 - 3 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 (SE1)

#### **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 SE2 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 (SE3).
- next steps are determined.
- required signatures are obtained if Out-of-School assessments are required (SE4).
- non-consent is obtained, if appropriate

### **OUT-OF-SCHOOL**

#### **STEP 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 (SE4)

#### **STEP 2**

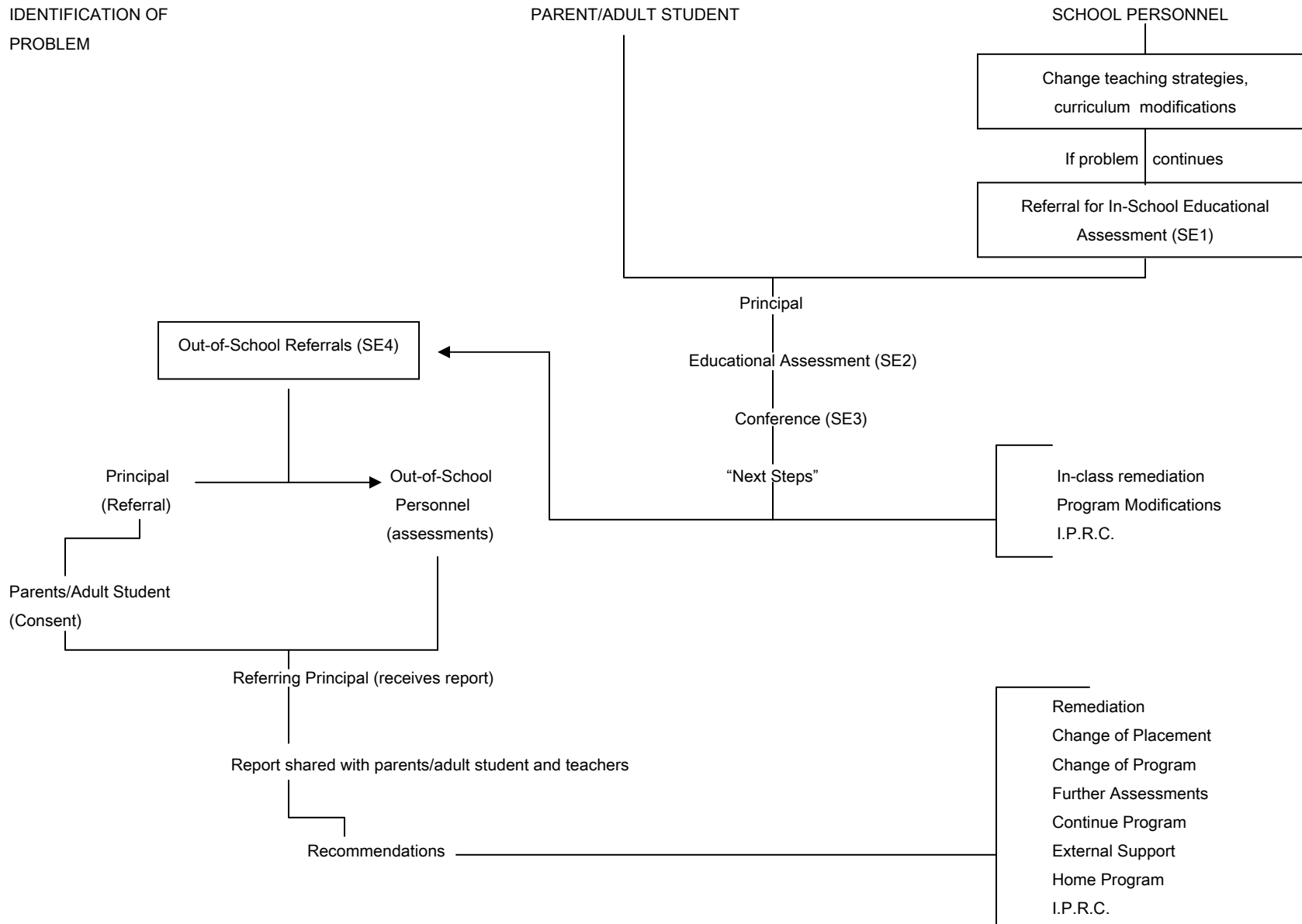
- reports from the out-of-school shall be shared with parents and school personnel in accordance with agency procedures.
- case conference minutes shall be kept and filed in the student's OSR (SE3)

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

## ***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 inability to profit from a special education program that is designed to accommodate slow intellectual development
- c) a limited potential for academic learning, independent social adjustment , and economic self-support

## ***PHYSICAL***

### **Physical Disability**

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

### **Blind and Low Vision**

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

## ***MULTIPLE***

### **Multiple Exceptionalities**

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

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

## ***J –SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD***

### **Ontario's Approach to Special Education**

#### **Principles of Special Education**

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

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

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

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

### **Special Education Programs in the Superior-Greenstone District School Board**

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

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

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

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

### **Category of Exceptionality – Placement Options**

#### **BEHAVIOUR**

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

## **COMMUNICATION**

### ***Autism***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

### ***Deaf and Hard of Hearing***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

### ***Language and Speech Impairment***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

### ***Learning Disability***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

## **INTELLECTUAL**

### ***Gifted***

- Regular classroom with indirect support

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

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

- It is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;
- It provides opportunities for students to interact socially and academically with both age peers and peers of similar abilities when able;

- It incorporates adaptations and/or extensions to content, process, product, pacing and learning environment
- May include accelerating/independent studies/compacting some or all of the student's program.

***Mild Intellectual/Developmental Disability***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

**PHYSICAL DISABILITY**

***Physical Disability***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

***Blind and Low Vision***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

**MULTIPLE**

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

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



## ***K- INDIVIDUAL EDUCATION PLANS (IEP's)***

### **Compliance**

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

### **Implementation**

In order to assist teachers, SERT teachers and administrators received professional development in developing and writing IEPs during the 2008-2009 school year. IEPs from each school have been reviewed and feedback was provided.

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

### **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.

## ***L – PROVINCIAL and DEMONSTRATION SCHOOLS***

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

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 I.

### ***M – SPECIAL EDUCATION STAFF***

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

- Teachers for in-class programs
- Special Education Resource Teachers (SERT) for resource withdrawal programs and as facilitators
- Educational Assistants – determined on a yearly basis
- Teachers for the blind

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

## ***N - 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-Greenstone District School Board.
- c) deliver appropriate special education programs to students based on the needs of the students and within the characteristics of the learning exceptionality
- d) access opportunities for personal professional growth.

In order to achieve these goals, each year, monies in the system special education budget, school budgets and through regional/provincial initiatives is identified for professional development for all staff members. (See Appendix J 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 Leadership Forum meetings with administrators and through input from the System Special Education Resource Personnel.
- b) System Resource Personnel identify needs based on consultations with other principals, SERTs, 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:
  - training on Ministry resource document - IEP Guidelines
  - training on administration of tests and assessment practices
  - protocols for working with out-of-school agencies
  - focus on specific exceptionalities - autism, deaf, FAS
  - writing performance tasks for IEPs

**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.

***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.

## ***O – NEW EQUIPMENT***

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

- Medical doctors
- Audiologists
- Psychologists
- Augmentative communication
- Speech language pathologists
- Provincial Schools
  - Deaf, deaf-blind
  - Hard of hearing
  - LD
  - ADHD
- CCAC
- Occupational/Physical Therapists

The budget for equipment purchases for students with special needs is determined by looking at the number of Special Equipment Amount (SEA) claims the board has had in the past and making a projection of needs based on this data. Appropriate assessment documentation determines what equipment is required. Where equipment is in excess of \$800.00, the board will apply for an 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.

## ***P – ACCESSIBILITY OF SCHOOL BUILDINGS***

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

Consultations take place involving Principals, Head Maintenance Working Foremen, the Manager of Plant Services and the Maintenance Coordinator 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.**

<b>School</b>	<b>Projects</b>
LSHS	Family studies area renovation. Will include handicap accessible station.
NRHS	Sidewalk replacement
MMPS	Replacement playground equipment

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

<b>School</b>	<b>Projects</b>
GCHS	Major renovation of the school during BAPS project will address washroom needs
NRHS	Wheelchair sidewalk to connect parking lot to main entrance and powered door operators
BAPS	Replacement school will be opened around September 2011 with access being a focus item
NAPS	Wheelchair ramp to be installed for access to school building
RRPS	Wheelchair sidewalk to front entrance from parking lot
Most Sites	In some areas of some schools automated lighting controls to turn lights on and off automatically – mainly gym areas

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

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

## **Q – TRANSPORTATION FOR SPECIAL NEEDS**

The Board Transportation Policy states as follows:

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

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

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

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

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

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

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

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



## ***R – 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 2009-20010**

During the 2009-20010 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 2010. This plan included budget and staffing for the school year 2010-2011.

### **2. Participating in Annual Review of Special Education:**

- 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 June 2010

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

- a presentation was made by the Superintendent of Business at the November meeting
- in June 2010 a review of the budget dollars for 2010-2011 school year will take place

### **4. Review of Board's Financial Statements**

- a presentation was made by the Superintendent of Business at the November meeting
- in June 2008 a review of the budget dollars for 2010-2011 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)

	2009-10 Revised Estimates	2008-09 F/S	2007-08 F/S	2006-07 F/S	2005-06 F/S	2004-05 F/S	2003-04 F/S	2002-03 F/S
SEA	23,000	13,915	56,0150	64,276	67,133	29,2010	24,2910	2,921
High Needs	1,535,852	1,313,635	1,313,635	1,313,635	1,404,000	1,387,000	1,353,000	1,101,000
SEPPA	827,826	855,799	841,943	842,446	909,935	944,864	944,404	960,847
Revenues	2,386,678	2,183,349	2,211,593	2,220,357	2,381,068	2,361,065	2,321,695	2,064,768
Expenditures	3,724,411	3,590,085	3,093,764	2,997,469	3,479,682	3,599,534	3,526,129	2,504,285

### **5. 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.

### **6. 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

### **7. Meetings**

- please note, although meetings were regularly scheduled, a number were cancelled due to weather conditions or conflicts in schedules that would not allow for a quorum

## ***S - 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.

In addition, for all students, a pre-school screening "Fair Start" 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 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 three months to one year (average) to complete.

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

### **C) For Students Leaving the Board**

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

In the secondary panel, the guidance teacher and 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

### ***T – 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 is available in each elementary and secondary school (the **Principal** is responsible for ensuring that an up-to-date copy is on file)
- a copy is available from the current **members of the SEAC** -Special Education Advisory Committee (see appendix for name, address, and telephone number)
- 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
- on school websites

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

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

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

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

**The Ministry of Education**

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

**The District School Board or School Authority**

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

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

### **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

## 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-Greystone District School Board, Marathon, ON (807) 229-0436.

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

## **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

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## 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.

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## Who else may attend an IPRC meeting?

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

## Who may request that they attend?

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

## What information will parents receive about the IPRC meeting?

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

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

## What if parents are unable to make the initial meeting?

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

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

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

## School to Community Transition: Community Resources

### Helping Students in their Transition from School to the Community



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

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



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

## Program Information

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

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

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

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

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

**Integrated Services for Northern Children** is a tri-Ministry program (Health, Education & Training, Community & Social Services) working with community agencies to provide integrated network of health, mental health and special education services to children with special needs and their families who reside in rural and remote communities of Northern Ontario.

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

**North of Superior Programs** offer Integrated Services for Northern Children, one-to-one counseling, family counseling and substance abuse counseling.

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

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



<b>Support / Family Concerns</b>	
<b>Organization</b>	<b>Based in / Contact Number</b>
Adult Protective Services	Marathon 229-1340, x 2226 Geraldton 854-2511, x 23
Community Care Access Centres	Geraldton 854-2292 Marathon 229-8628 Thunder Bay 1-800-626-5406
Dilico Ojibway Child and Family Services	Longlac 876-2267 Marathon 229-8910 Nipigon 887-2746
Food Banks	Geraldton 854-FOOD (3663) Manitouwadge 826-4326 Marathon 229-9986 Schreiber 824-2018 Terrace Bay 825-3647
Integrated Services for Northern Children	Geraldton 854-1321 Longlac 876-2235 Marathon 229-0607 Nipigon 887-2632 Schreiber 824-2867
Kinna-Awaya Legal Clinic	Marathon 229-2290
Lutheran Community Care Centre (Thunder Bay and District)	Thunder Bay 1-866-752-5427 345-6062
Marjorie House	Manitouwadge 826-4224 Marathon 229-2222 Schreiber 824-3380
Superior-Greenstone Association for Community Living	Geraldton 854-0924/0775 Red Rock 886-2801 Nipigon 887-2746
The Family Place	Manitouwadge 826-2883

<b>Health Concerns</b>	
<b>Organization</b>	<b>Based in / Contact Number</b>
Addictions Counselor Ontario Works	Manitouwadge 826-2869
Canadian Mental Health Crisis Response Line	1-888-269-3100
Crisis Response Services Suicide Prevention	1-866-888-8988
Eat Right Ontario	1-877-510-5102
Health Card Inquiries	1-800-664-8988
Hospital for Sick Children	Toronto 416-813-1500
Hospitals	Geraldton 854-1694 Manitouwadge 826-3251 Marathon 229-1740 Nipigon 887-3026 Terrace Bay 825-3273
Medical Clinics	Beardmore 875-2058 Geraldton 854-0224 Manitouwadge 826-3333 Marathon 229-3243 Nipigon 887-1110 Schreiber 824-2934 Terrace Bay 825-3235
Mental Health Service Information Ontario	1-866-531-2600
Mental Illness Support Network	Manitouwadge 826-4442 Marathon 229-0357 Schreiber 824-1362
METTA Counselling	Marathon 229-4220
North of Superior Programs	Geraldton 854-1321 Longlac 876-2235 Manitouwadge 826-4517 Marathon 229-0607 Nipigon 887-2632 Schreiber 824-2867 Terrace Bay 825-3238

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

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

<b>Job Training / Employment</b>	
<b>Organization</b>	<b>Based in / Contact Number</b>
Employment Standards (Working Conditions—Min. of Labour)	1-800-531-5551
Human Resources Development Canada	Geraldton 854-0635 Marathon 229-0959
Job Connect	Geraldton 854-0859 Marathon 229-2037 Nipigon 887-2746
Manitouwadge Employment Centre	Manitouwadge 826-1414
Superior Training & Employment Program	Nipigon 887-2746

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



## SPECIALIZED HEALTH SUPPORT SERVICES

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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					

**Appendix D****EXCEPTIONALITIES – CATEGORIES and DEFINITIONS**

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

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

**BEHAVIOUR****COMMUNICATION**

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

**INTELLECTUAL**

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

**PHYSICAL**

- Physical Disability
- Blind and Low Vision

**MULTIPLE**

- Multiple exceptionalities

## ***BEHAVIOUR***

### **MINISTRY DEFINITION**

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

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

### **IDENTIFICATION CRITERIA: Behaviour**

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

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

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

The Committee MAY require any of the following:

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

## **OBSERVABLE CHARACTERISTICS**

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

### **EMOTIONAL DISTURBANCE (internalizing disorders)**

Nervous disorders characterized by:

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

### **SOCIAL MALADJUSTMENT (externalizing disorders)**

Habit disorders characterized by:

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

Behaviour disorders characterized by:

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

Antisocial/attentional-impulsive disorders:

- works in an impulsive and uncritical manner
- is inattentive, indifferent, apparently lazy

## **COMMUNICATION: Autism**

### **MINISTRY DEFINITION**

A severe learning disorder that is characterized by:

- a. disturbance in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech and language
- b. lack of representational-symbolic behaviour that precedes language

### **IDENTIFICATION CRITERIA: Autism**

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

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

The Committee MAY require the following:

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

## **AUTISM**

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

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

## ***OBSERVABLE CHARACTERISTICS: Autism***

### **QUALITATIVE IMPAIRMENTS IN VERBAL/NON-VERBAL COMMUNICATION**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• mute</li><li>• no urge to communicate</li><li>• no pointing</li><li>• lack of non-verbal communication</li><li>• no gestures</li><li>• no babble</li><li>• unusual intonation</li></ul> | <ul style="list-style-type: none"><li>• use of speech without meaning or communication</li><li>• little/no conversation, “small talk”</li><li>• echolalia (parrot-like repetition of sounds/words without any understanding of the meaning)</li><li>• idiosyncratic use of speech (nonsense words and phrases)</li></ul> |
|---|--|

### **QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTON**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• lack of affectionate behaviour</li><li>• lack of comfort seeking</li><li>• lack of awareness of others</li><li>• lack of social play</li><li>• lack of stranger anxiety</li><li>• inappropriate responses to others</li></ul> | <ul style="list-style-type: none"><li>• unusual social overtures</li><li>• disinhibited</li><li>• lack of sharing of pleasure/enjoyment</li><li>• no friendships</li><li>• little interest in peers</li></ul> |
|---|---|

### **REPETITIVE, STEREOTYPIC INTERESTS**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• preoccupation with parts of objects/toys</li><li>• unusual sensory interests</li><li>• unusual sensory reactions</li><li>• fixations</li></ul> | <ul style="list-style-type: none"><li>• attachments to unusual objects</li><li>• rituals</li><li>• resistance to change</li><li>• circumscribed</li></ul> |
|--|---|

## ***COMMUNICATION: Deaf and Hard of Hearing***

### **MINISTRY DEFINITION**

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

### ***HARD OF HEARING***

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

### **IDENTIFICATION CRITERIA: Deaf and Hard of Hearing**

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

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

The Committee MAY require the following:

- an educational assessment
- a health history from the public health nurse or legally qualified medical practitioner

## ***OBSERVABLE CHARACTERISTICS: Deaf and Hard of Hearing***

### **HEARING AND COMPREHENSION OF SPEECH**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• general indifference to sounds</li> <li>• lack of response to spoken words if visual contact is not made</li> <li>• “hears” better when watching the speaker’s face</li> </ul> | <ul style="list-style-type: none"> <li>• often asks the speaker to repeat words or sentences</li> <li>• recognition of some sound frequencies and not others</li> </ul> |
|---|---|

### **VOCALIZATION AND SOUND PRODUCTION**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• monotonic quality</li> <li>• volume control difficulty</li> <li>• lessened laughter</li> <li>• vocal play for vibratory sensation</li> <li>• head movements, foot stomping for sensation</li> <li>• yelling, screeching to express pleasure</li> </ul> | <ul style="list-style-type: none"> <li>• fails to articulate correctly certain speech sounds or omits certain consonant sounds</li> <li>• fails to discriminate between words with similar vowels but different consonants</li> </ul> |
|---|---|

### **VISUAL ATTENTION AND RECIPROCAL COMPREHENSION**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• extreme visual vigilance and attentiveness</li> <li>• alertness to gesture and movement</li> <li>• fails to respond when casually spoken to</li> </ul> | <ul style="list-style-type: none"> <li>• inappropriate response to questions</li> <li>• seeks visual cues</li> </ul> |
|---|--|

### **SCHOOL BEHAVIOUR**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• may be functioning below potential ability</li> <li>• daydreams excessively</li> </ul> | <ul style="list-style-type: none"> <li>• ignores or confuses directions</li> </ul> |
|---|--|

### **SOCIAL RAPPORT AND ADAPTATIONS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• tardy and difficult rapport in vocal nursery games</li> <li>• inquiring, confused facial expression</li> <li>• puzzled and unhappy episodes</li> </ul> | <ul style="list-style-type: none"> <li>• constant alertness</li> <li>• fear of new situations and people</li> <li>• forced humour</li> </ul> |
|---|--|

### **GENERAL BEHAVIOUR**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• easily frustrated to tears or tantrums</li> <li>• irritability at not making self understood</li> <li>• explosions due to self vexation</li> <li>• very sensitive</li> <li>• avoidance of new situations and people</li> </ul> | <ul style="list-style-type: none"> <li>• reluctant to express needs and difficulties associated with hearing loss</li> <li>• serious and intent but may appear angry</li> <li>• have developed quite significant coping skills</li> </ul> |
|---|---|



## **HEALTH**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• frequent earaches, running ears, colds</li><li>• upper respiratory infections like sinusitis and tonsillitis</li><li>• allergies similar to hay fever</li></ul> | <ul style="list-style-type: none"><li>• frequent headaches</li><li>• eyestrain</li><li>• tire rapidly</li><li>• drained emotionally</li></ul> |
|---|---|

## ***COMMUNICATION: Language Impairment***

### **MINISTRY DEFINITION**

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

- a. involve one or more of the form, content, and function of language in communication
- b. include one or more the following:
  - language delay
  - dysfluency
  - voice and articulation development, which may or may not be organically or functionally based

### **IDENTIFICATION CRITERIA: Language Impairment**

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

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

The Committee MAY require the following:

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

## ***OBSERVABLE CHARACTERISTICS: Language Impairment***

### **FORM**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• omit word endings</li></ul> | <ul style="list-style-type: none"><li>• do not develop forms such as plurals, past tense verbs, complex verb forms, or other grammar forms at the age most other children do</li></ul> |
|---|--|

### **CONTENT**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• substitute one word for another word with a similar meaning, or for a word that sounds familiar</li><li>• use vocabulary typical of a younger child</li></ul> | <ul style="list-style-type: none"><li>• have difficulty understanding or using concept words that describe:<ul style="list-style-type: none"><li>○ position (in, at, under)</li><li>○ time (when, first, before, later)</li><li>○ quality (big, hot, pretty)</li><li>○ quantity (more, some, none, one, two)</li></ul></li></ul> |
|---|--|

### **FUNCTION OR USE**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• relies on non-verbal or limited means of communicating</li><li>• do not take turns in a conversation</li></ul> | <ul style="list-style-type: none"><li>• let adults do most of the talking</li><li>• in conversations, usually only answer questions</li></ul> |
|--|---|

## **COMMUNICATION: Speech Impairment**

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Speech Impairment**

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

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

The Committee MAY require the following:

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

## **SPEECH DISORDERS**

Speech disorders include:

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

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

## **ARTICULATION MILESTONES**

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

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

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

## **COMMUNICATION: Learning Disability**

### **MINISTRY DEFINITION**

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 handicap
  - mental retardation
  - primary emotional disturbance
  - cultural difference
- 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, conceptualizing, integrating)
  - expressive language (talking, spelling, writing)
  - mathematical computation
- c. may be associated with one or more conditions diagnosed as:
  - a perceptual handicap
  - a brain injury
  - minimal brain dysfunction
  - dyslexia
  - developmental aphasia

### **LEARNING DISABILITY**

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

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

### **IDENTIFICATION CRITERIA: Learning Disability**

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

- an educational assessment and a psychological assessment
- an intellectual assessment which indicates that the student has average or above average intellectual potential as determined by a recognized intelligence test (generally in the 90 IQ range)
- a report indicating a process deficit or disorder that appears to affect the student's ability to learn
- an indication of a discrepancy between expected and actual academic achievement that is not a result of chronic absenteeism and/or a lack of effort

The Committee MAY require the following:

- a language assessment
- a health history provided by a public health nurse or legally qualified medical practitioner
- a detailed health assessment (hearing, vision, physical and perhaps neurological) from qualified personnel

## ***OBSERVABLE CHARACTERISTICS: Learning Disability***

### **ACADEMIC**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• gaps in skills apparent</li> <li>• achievement low in some areas, high in others</li> <li>• erratic memory</li> <li>• weak memory skills</li> <li>• forgetful</li> <li>• easily overloaded with info presented at a regular pace</li> <li>• unable to retain facts and tables</li> <li>• communicates well orally</li> <li>• difficulty with sequence</li> <li>• reads well but does not write well</li> <li>• reversing letters, numbers</li> </ul> | <ul style="list-style-type: none"> <li>• leaves out words when reading or writing</li> <li>• extreme difficulty learning to spell</li> <li>• spells with no seeming order or rule</li> <li>• nearly illiterate in writing assignments</li> <li>• sloppy writing</li> <li>• poor pencil position</li> <li>• mirror writing</li> <li>• right/left confusion</li> <li>• prefers print to cursive writing</li> <li>• preservation with some tasks</li> </ul> |
|---|--|

### **SOCIAL**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• socially immature</li> <li>• awkward social habits</li> <li>• needs to be taught social skills</li> <li>• very literal</li> </ul> | <ul style="list-style-type: none"> <li>• inability to follow instructions</li> <li>• low frustration level</li> <li>• low self-esteem</li> </ul> |
|--|--|

### **BEHAVIOUR**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• hyperactive</li> <li>• distractible</li> <li>• inconsistent behaviour</li> <li>• destructive, aggressive behaviour</li> <li>• efficient with avoidance strategies</li> </ul> | <ul style="list-style-type: none"> <li>• appears lazy</li> <li>• says "I can't do this" or "I'm stupid"</li> <li>• reluctant to try new things</li> <li>• overreacts</li> <li>• highly disorganized</li> </ul> |
|---|--|

## ***INTELLECTUAL: Giftedness***

### **MINISTRY DEFINITION**

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

### **GIFTEDNESS**

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

### **IDENTIFICATION CRITERIA: Giftedness**

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

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



## ***OBSERVABLE CHARACTERISTICS: Giftedness***

### **ACADEMIC ABILITY**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• high rate of success in subjects of interest</li> <li>• pursue certain areas with vigor</li> <li>• good memory</li> <li>• comprehends well</li> </ul> | <ul style="list-style-type: none"> <li>• acquires knowledge quickly</li> <li>• widely read in special areas</li> <li>• very task oriented</li> </ul> |
|--|--|

### **INTELLECTUAL**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• observant</li> <li>• gets excited about new ideas</li> <li>• inquisitive</li> <li>• learns rapidly, easily</li> <li>• independent learner</li> </ul> | <ul style="list-style-type: none"> <li>• has a large vocabulary compared to others of same age</li> <li>• thinks abstractly</li> <li>• enjoys hypothesizing</li> <li>• intense</li> </ul> |
|---|---|

### **LEADERSHIP**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• likes structure</li> <li>• self-confident</li> <li>• may be well-accepted by peers</li> <li>• shows good judgment, common sense</li> </ul> | <ul style="list-style-type: none"> <li>• responsible</li> <li>• articulate, verbally fluent</li> <li>• foresees the consequences of things</li> </ul> |
|---|---|

### **CREATIVE**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• independent thinker</li> <li>• expressive (oral or written)</li> <li>• keen sense of humour</li> <li>• is resourceful</li> </ul> | <ul style="list-style-type: none"> <li>• doesn't mind being different</li> <li>• is original, unconventional, imaginative</li> </ul> |
|---|--|

### **VISUAL/PERFORMING ARTS**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• ability for expressing feelings, thoughts and moods through art, dance, drama or music</li> <li>• good coordination</li> </ul> | <ul style="list-style-type: none"> <li>• exhibits creativity, imagination</li> <li>• observant</li> <li>• likes to produce original products</li> <li>• flexible</li> </ul> |
|---|---|

### **GIFTED UNDERACHIEVEMENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• barely passes or does not pass tests</li> <li>• fluctuating performance levels</li> <li>• performance drops when presented with repetitive material</li> </ul> | <ul style="list-style-type: none"> <li>• lack of self-motivation</li> <li>• not interested in peers</li> <li>• doesn't have social graces</li> <li>• very sensitive to perceived attitudes</li> </ul> |
|---|---|

## ***INTELLECTUAL: Mild Intellectual Disability***

### **MINISTRY DEFINITION**

A severe learning disorder characterized by:

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

### **IDENTIFICATION CRITERIA: Mild Intellectual Disability**

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

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

The Committee MAY also require the following:

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

## ***INTELLECTUAL: Developmental Disability***

### **MINISTRY DEFINITION**

A learning disorder characterized by:

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

### **IDENTIFICATION CRITERIA: Developmental Disability**

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

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

## ***OBSERVABLE CHARACTERISTICS: Developmental Disability***

### **FOR THE MORE ABLE STUDENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• learn through experience</li><li>• slower rate of learning</li><li>• learn less than average students</li><li>• apply processes of imitation, reasoning, generalization</li><li>• acquire concepts and develop value systems consistent with social living to the degree possible</li><li>• could experience over aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration</li><li>• slow in acquisition of motor and language skills</li></ul> | <ul style="list-style-type: none"><li>• weakness in retention, reaction time, creativity, transfer of learning</li><li>• below average intellectual functioning</li><li>• can conform to social customs</li><li>• function at <math>\frac{1}{2}</math> to <math>\frac{3}{4}</math> rate of speed of normal children</li><li>• can achieve 2-6 grade level of academic achievement</li><li>• culturally disadvantaged</li><li>• often avoided by peers</li></ul> |
|---|---|

### **FOR THE LESS ABLE STUDENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• capable of kindergarten through third grade achievement</li><li>• typically not able to read or write</li><li>• inability to solve day-to-day problems</li><li>• poor physical health</li></ul> | <ul style="list-style-type: none"><li>• deviations in personality, behaviour, emotional reactions</li><li>• ineptness in self-help skills</li><li>• capable of unskilled occupations with supervision</li></ul> |
|---|---|

## ***PHYSICAL: Physical Disability***

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Physical Disability**

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

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

The Committee MAY require the following:

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

## ***PHYSICAL: Blind and Low Vision***

### **MINISTRY DEFINITION**

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

### **BLIND AND LOW VISION**

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

### **IDENTIFICATION CRITERIA: Blind and Low Vision**

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

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

- for low vision, a visual acuity of 20/70 or less
- for legal blindness, a visual acuity of 20/200 or less
- a functional visual loss equated with either low vision or blindness

Which, after correction, adversely affects educational performance

The Committee MAY require the following:

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

**OBSERVABLE CHARACTERISTICS: *Blind and Low Vision***

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• complain of aches or pains in the eyes</li><li>• tired eyes</li><li>• prolonged reading of print material is difficult</li><li>• excessive headaches</li><li>• dizziness or nausea after close work</li><li>• squinting, blinking, facial distortion</li><li>• rubbing of eyes</li><li>• tilt head to see</li><li>• realign total body posture to see</li></ul> | <ul style="list-style-type: none"><li>• changing distance from reading material</li><li>• hold reading material very close or very far away</li><li>• constant loss of place in sentence or page</li><li>• problems with spacing in written work</li><li>• stumble over objects on floor or ground</li><li>• need large print material to be able to read</li><li>• be a Braille user</li><li>• may follow a pattern in missing or misreading parts of words</li></ul> |
|---|--|

### ***MULTIPLE: More Than One Exceptionality***

#### **MINISTRY DEFINITION**

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

#### **IDENTIFICATION CRITERIA: Multiple**

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

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



## **Appendix E**

### ***Provincial School Contacts***

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

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

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

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

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

#### **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

#### **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

## Superior-Greenstone District School Board

**2009 / 2010 Special Education Advisory Committee (SEAC) Contact List**

as of December 9 , 2009

<p><b><u>Patti Pella</u></b>, <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: <a href="mailto:ppella@sgdsb.on.ca">ppella@sgdsb.on.ca</a></p>	<p><b><u>David Tamblyn</u></b>, <i>Assistant to the Director of Education</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 231 Fax: 807-229-1471 Email: <a href="mailto:dtamblyn@sgdsb.on.ca">dtamblyn@sgdsb.on.ca</a></p>
<p><b><u>Valerie Newton</u></b>, <i>Superintendent of Student Success</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 236 Fax: 807-229-1471 Email: <a href="mailto:vnewton@sgdsb.on.ca">vnewton@sgdsb.on.ca</a></p>	<p><b><u>Sherry Hamill</u></b>, <i>Special Education Board Lead</i></p> <p>Beardmore Public School P.O. Box 210, 296 Walker Street – Beardmore, ON P0T 1G0 Work: 807-875-2128 Fax: 807-875-2062 Email: <a href="mailto:shamill@sgdsb.on.ca">shamill@sgdsb.on.ca</a></p>
<p><b><u>Don Parsons</u></b>, <i>Student Support Leader</i></p> <p>Dorion Public School R.R. 1, 175 Dorion Loop Road – Dorion, ON P0T 1K0 Work: 807-857-1689 Fax: 807-857-2313 Email: <a href="mailto:dparsons@sgdsb.on.ca">dparsons@sgdsb.on.ca</a></p>	<p><b><u>Cindy Brown</u></b>, <i>Trustee</i></p> <p>4 Drake Street – Marathon, ON P0T 2E0 Home: 807-229-2287 Email: <a href="mailto:cbrown@sgdsb.on.ca">cbrown@sgdsb.on.ca</a></p>
<p><b><u>Kathryn Notwell</u></b>, <i>Trustee</i></p> <p>P.O. Box 490 – Terrace Bay, ON P0T 2W0 Phone: 807-824-2777 Fax: 807-824-1302 Email: <a href="mailto:knotwell@sgdsb.on.ca">knotwell@sgdsb.on.ca</a></p>	<p><b><u>Darlene Keenan</u></b>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 545 - Manitouwadge, ON P0T 2C0 Home: 807-826-3890 Fax: 807-826-1361 Work: 807-826-4753 Email: <a href="mailto:dkeen@sgdsb.on.ca">dkeen@sgdsb.on.ca</a></p>
<p><b><u>Tina Simmons</u></b>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 67 – Red Rock, ON P0T 2P0 Home: 807-886-2394 Email: <a href="mailto:tsimmons@sgdsb.on.ca">tsimmons@sgdsb.on.ca</a></p>	<p><b><u>Theresa Nelson</u></b>, <i>Greenstone Social Services Office</i></p> <p>P.O. Box 1537 – Geraldton, ON P0T 1M0 Work: 807-854-0636, extn 31 Fax: 807-854-1459 Email: <a href="mailto:theresa86@live.ca">theresa86@live.ca</a></p>

<p><b><u>Jessica Audia</u></b>, <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: <a href="mailto:jessica.audia@bellnet.ca">jessica.audia@bellnet.ca</a></p>	<p><b><u>Shirley Tyance</u></b>, <i>Thunder Bird Friendship Centre</i></p> <p>P.O. Box – Geraldton, ON P0T 1M0  Work: 807-854-1060 Extension 121  Email: <a href="mailto:shirley.tyance@thunderbirdfriendshipcentre.ca">shirley.tyance@thunderbirdfriendshipcentre.ca</a></p>
<p><b><u>Cheryl Dupere</u></b>, <i>Special Olympics Co-ordinator</i></p> <p>P.O. Box 1133 – Marathon, ON P0T 2E0  Home: 807-229-2801  Email: <a href="mailto:taocheryl@hotmail.com">taocheryl@hotmail.com</a></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 one meeting is held face-to-face at the pre-determined Board facilities.

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

<b>Special Education Staff</b>	<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1. Teachers of exceptional students</b>		
1.1 Teachers for resource-withdrawal programs and Early Intervention and 2 (.5) Teachers of the Blind	6.84	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
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	
<b>3. Educational assistants in special education</b>		
3.1 Educational assistants	27	Two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
<b>4. Other professional resource staff</b>		
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	
<b>4.9 Subtotal</b>		
<b>5. Paraprofessional resource staff</b>		
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	
<b>5.7 Subtotal</b>		

## ***SPECIAL EDUCATION STAFF***

### **Secondary Panel**

<b>Special Education Staff</b>	<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1. Teachers of exceptional students</b>		
1.1 Teachers for resource-withdrawal programs	5.0	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	No release	University Degree, Bachelor of Education and Special Education Specialist.
2.4 Consultants	0	
<b>3. Educational assistants in special education</b>		
3.1 Educational assistants	20	Two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
<b>4. Other professional resource staff</b>		
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	
<b>4.9 Subtotal</b>		
<b>5. Paraprofessional resource staff</b>		
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	
<b>5.7 Subtotal</b>		

**Appendix H**

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

<b>SCHOOL YEAR</b>	<b>NEW REFERRALS</b>	<b>NEW IDENTIFICATIONS (Includes students new to SGDSB)</b>	<b>IPRC REVIEWS</b>	<b>APPEALS</b>
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	—	—	—	0
2009- 2010	33	28	175	0

- **Note that a number of IPRCs have been dispensed with in the 2009-2010 school year.**

**Appendix I**

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

<b>SCHOOL YEAR</b>	<b>STUDENTS ATTENDING</b>	<b>PROVINCIAL or DEMONSTRATION SCHOOLS ATTENDED.</b>	<b>TRANSPORTATION ARRANGEMENTS and SUPPORTS</b>
2001-2002	3	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
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	Projected # for this year
2005-2006	1	W. Ross MacDonald	Not Applicable
2006-2007	---	---	---
2007-2008	---	---	---
2008-2009	---	---	---
2009-2010	1	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant

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

<b><i>SCHOOL YEAR</i></b>	<b><i>MONETARY AMOUNTS</i></b>	<b><i>ACTIVITIES</i></b>
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	\$10,000 \$41,669	CODE Project Ministry Initiatives - OPA
2009-2010	\$10,000 \$4,159	K – 12 Learning For All Ministry Initiative – supported elementary PLCs and secondary Student Success Teams ABA Training Ministry Initiative



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No.: 57  
Date: June 21, 2010

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

**FROM:** Valerie Newton, Superintendent of Student Success

**SUBJECT:** The School, College, Work Initiative, and  
Specialist High Skills Major Programs for the 2009-2010 / 2010-2011

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### **Background:**

Secondary school programming for students who are not currently planning on attending colleges and universities and who may be at risk of dropping out need more exciting, 'hands on', authentic learning outside of the context of the schools four walls. Once enrolled in such programs these students are more likely to successfully complete secondary school and to continue on to complete college level training such as apprenticeships, techniques and diploma programs in technology and service related areas than students who become disengaged, discouraged and drop out of school.

The School College Work Initiative and the Specialist High Skills Major programs are secondary programs designed to provide students with authentic, hands on learning, both inside and outside of the regular classroom. These programs include a strong component of experiential learning in real life settings and field studies. The School, College, Work (SCWI) program is often referred to as the 'dual credit' program and allows secondary students to earn both a high school credit and a college credit for the successful completion of one period of study.

The Specialist High Skills Major (SHSM) program allows a student to graduate secondary school with a concentration of courses and work experience in a specialized area of study such as the Environment, Health, Forestry, Information and Communication Studies, etc. The Specialist High Skills Major program requires students study a group of courses in Grades 11 and 12 related to the area of major focus and complete cooperative education in this area. The group of courses is commonly referred to as 'the bundle'. Successful graduating students receive a diploma with a red seal, which denotes the SHSM, and a record card that lists all industry or business recognized training certificates.

### **Current Situation**

School, College, Work programs are offered at the following secondary schools in the board and are tied to the following specific courses of study at high school and at the college.

#### **Geraldton Composite High School**

##### **2009-2010**

- Dual Credit program in Grade 11 Interdisciplinary studies at the secondary level and Ecotourism at the college level. Students receive certifications in GPS, standard first aid and CPR, and level 1 canoeing.

##### **2010-2011**

- \*\* Possible technology dual credit in Manufacturing Technology at the secondary level and an Intro to Drafting or Welding Techniques course at the college level in semester 2.

Nipigon Red Rock District High School

2007-2010

- Dual credit in Grade 11 Construction Technology at the secondary level and General Studies at the college level. Student receive certifications in Standard First Aid and CPR, no trace camping, WHIMIS, etc.

Marathon High School

2009-2010

- Dual credit in Construction Technology at the secondary level and Introduction to Tools and Techniques at the college level
- Dual credit in Grade 11 Healthy Active Living at the secondary level and Ecotourism at the college level. Student receive certification in Standard First Aid and CPR, Occupational Health and Safety, level 1 canoeing.

2010 -2011

- \*\* Possible Grade 11 College level math at the secondary level tied to Mining technology credit at college level.

Manitouwadge High School

2007-2010

- Dual credit in Manufacturing Technology at the secondary level and Welding Techniques at the college level
- Dual credit in Grade 11 Outdoor education at the secondary level and Ecotourism at the college level. Students receive certification in level 1 canoeing, standard first aid and CPR, fur trapping, GPS, etc.

2009 – 2010

- Dual credit in Grade 11 Hospitality at the secondary level and Intro. to Nutritional Cooking at the college level

**Specialist High Skills Major programs** are offered at the following secondary schools in the Superior-Greenstone DSB and are tied to the areas of specialization identified below.

Geraldton Composite High School

2009-2010

Information and Communications Technology

- Students must successfully complete a bundle of 9 secondary school credits with specialization in film, T.V. and web based digital production including cooperative education credits linked to the area of specialization.
- Over 75 + students have received credits in Communications technology at the Grade 11 and 12 level over the last two years of the program
- Over 15 graduating students have pursued post secondary studies in this program
- Capital equipment – apple computers, TV monitors, digital cameras, still and movie, editing software , etc. has been acquired through this program for the school's media technology area

2010-2011

Arts and Culture

- The ICT SHSM is changing to an Arts and Culture SHSM with Media Technology ( film and TV production) being combined with Drama production
- Over 40+ students will be enrolled in the 2010-2011 school year in the SHSM
- More flexibility will be introduced to the program with the change to Arts and Culture.
- The program will run in both semesters of the school year

Manitouwadge High School

2009-2010 & 2010-2011

The Environment

- Students must successfully complete a bundle of 9 secondary school credits with specialization in environmental studies including Environmental Science and Outdoor Education courses including industry recognized certifications and cooperative education.
- Over 35 + students have received credits in Outdoor education and our Environmental Science in this program over the last 3 years
  - Capital equipment such as digital cameras, printers, snowshoes, trapping equipment, GPS units, etc .has been acquired through the program

2010-2011

Arts and Culture

- Students must successfully complete a bundle of 9 secondary credits with specialization in the Arts and Culture including Music, Visual Arts and Drama along with completing industry recognized certificates and cooperative education in the Arts.
- Capital equipment such as replacement parts for instruments, digital recording software, additional instruments, sheet music, visual arts equipment, drama materials and supplies will be purchased

**Administrative Recommendation:**

That the Superior-Greenstone DSB, receive as information, Report No. 57: The School, College , Work Initiative and the Specialist High Skills Major Programs in Superior-Greenstone DSB for 2009-2010 and 2010-2011

Respectfully submitted by:

Valerie Newton  
Superintendent of Student Success

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 58

**Date:** June 21, 2010

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

**FROM:** Valerie Newton

**SUBJECT:** Highlights: SGDSB April 2010 Ontario Secondary School Literacy Test Results

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**Background:**

The Ontario Secondary School Literacy test, (OSSLT), is designed to measure the reading and writing skills of Year 2 secondary students. It provides educators with one, current measure of a student's literacy skills with respect to the provincial standard. The successful completion of the Ontario Secondary School Literacy Test or its equivalent is a graduation requirement of all students in the province of Ontario.

**Current Situation**

**Highlights of the OSSLT 2010 Results**

**Provincial and Board Success Rate**

- 84% of the 120,218 students taking the test for the first time across the province were successful compared to 82% of the 121,855 students taking the test for the first time in 2004.
- 73% of the 195 students taking the test for the first time across the board were successful. This the second year that our Board has seen a decline in the success rate of students writing the OSSLT. There was a decline of 6% in the 2010 board success rate (73%) from the 2009 board success rate (79%) for students writing the OSSLT.

**Gender Differences**

- 77% of the successful, first time eligible and fully participating students across the board were females and 69% were males. The gap between males and females on the pass rate for the OSSLT seems to be continuing to narrow.

**Students with Special Needs**

- 44% of the first time eligible and fully participating students with special needs were successful. There was no discrepancy between the Board success rate of students with special needs strictly on IEPs and those students who have been identified as students with exceptionalities.

**Contextual Background**

The percentage of students enrolled in each of the four secondary school pathways has experienced some change in our Board communities over time. Data collected from the students writing the OSSLT in April 2010 indicate that 45% of our students are enrolled in the academic/university pathway courses, 44% of our students are enrolled in applied level/college pathway courses and 10% of our students are enrolled in Locally Developed /Workplace pathway courses. Less than 50% of our students are enrolled in academic/university prep pathways and more than 50% of our students are enrolled in applied/college and locally developed/workplace pathways in the Board's secondary schools.

**Next Steps**

- Ensure remedial literacy programs are enhanced and run at all secondary schools across the board in preparation for the OSSLT
- Continue emphasis on preparing students for test taking by providing opportunities for practice tests to be completed, marked and reviewed with student and parents
- Continue professional development on literacy across the curriculum and raise the awareness of teaching reading and writing skills at all grade levels in all courses
- Continue to address differences in the success rates based on gender
- Continue to support special needs students in strengthening literacy skills and success in school

**Administrative Recommendation:**

That, the Superior-Greenstone DSB, receive as information, Report 58: Highlights: SGDSB April 2010 Ontario Secondary School Literacy Test Results

Respectfully submitted by:

Valerie Newton  
Superintendent of Student Success

## Ontario Secondary School Literacy Test, April 2010, First-Time Eligible Students

## Contextual Information over Time

This information provides a context for interpreting the board's results over the past five administrations.

	Mar. 2006	Mar. 2007	Mar. 2008	Apr. 2009	Apr. 2010
<b>Enrolment</b>					
Number of first-time eligible students	292	272	287	235	229
Number of schools with first-time eligible students	5	5	5	5	5
Number of students who were exempted	7	3	2	3	7
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	91%	92%	90%	83%	85%
Of all first-time eligible students, those who were absent	4%	1%	4%	2%	3%
Of all first-time eligible students, those who were deferred	5%	7%	7%	14%	11%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	47%	46%	49%	51%	51%
Male	52%	54%	51%	49%	49%
Gender not specified	<1%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	0%	0%	0%	0%	0%
English language learners receiving special provisions**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)*	20%	18%	22%	21%	24%
Students with special education needs receiving accommodations (excluding gifted)**	18%	15%	18%	18%	19%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	42%	49%	47%	43%	45%
Applied	42%	38%	42%	48%	44%
Locally developed	10%	12%	11%	9%	10%
ESL/ELD	0%	0%	0%	0%	0%
Other	n/a	1%	1%	1%	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	265	247	255	193	195
First language learned at home was other than English	11%	4%	7%	5%	5%
Speak only or mostly English at home	91%	94%	90%	96%	94%
Speak another language (or other languages) as often as English at home	6%	6%	10%	3%	5%
Speak only or mostly another language (or other languages) at home	2%	<1%	0%	1%	1%

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

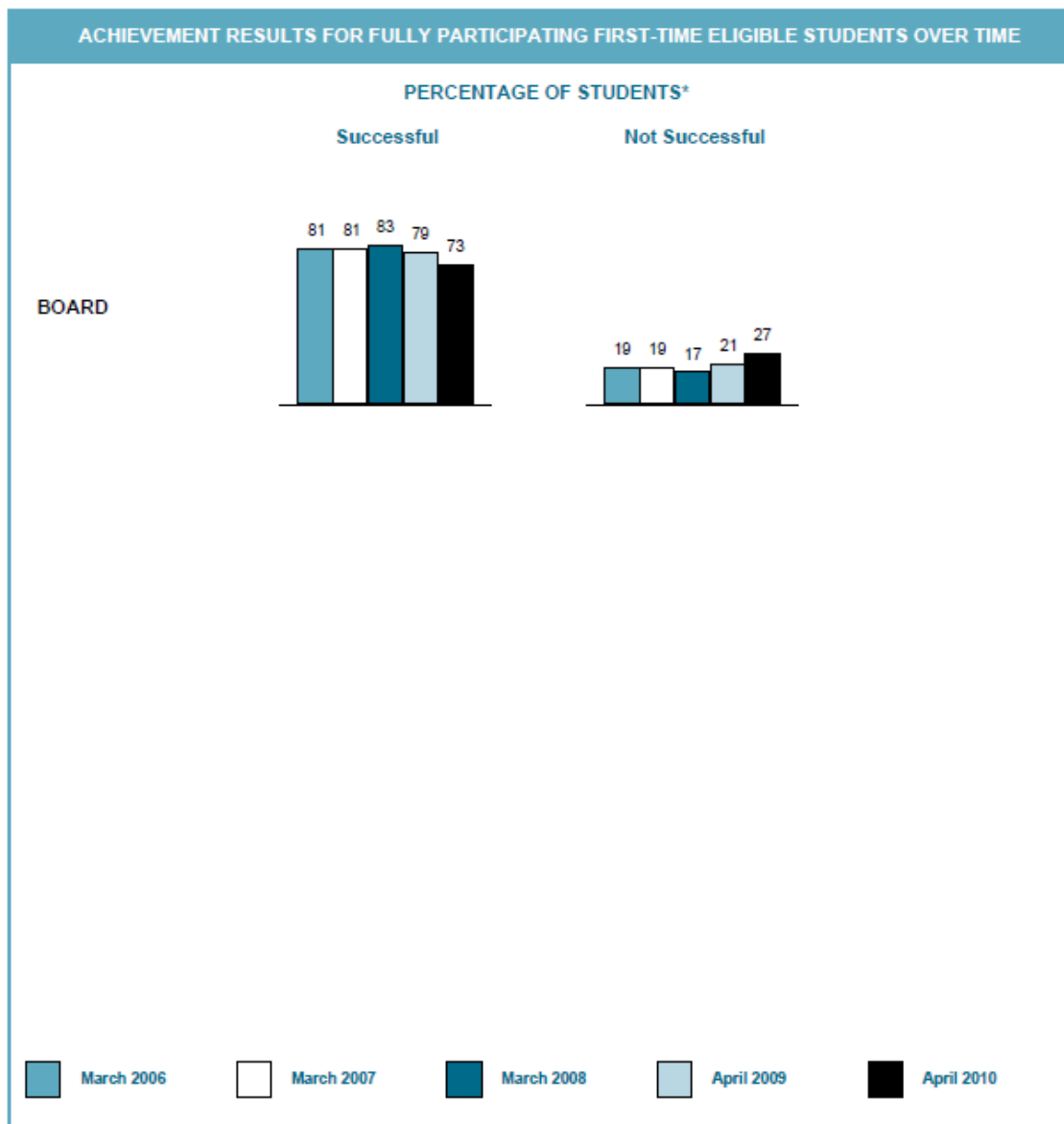
\* See Explanation of Terms.

\*\* Percentages are based on fully participating students.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

n/a Information not available.

## Ontario Secondary School Literacy Test, April 2010



Number of Fully Participating First-Time Eligible Students					
	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>	<u>April 2009</u>	<u>April 2010</u>
Board	267	249	257	196	195

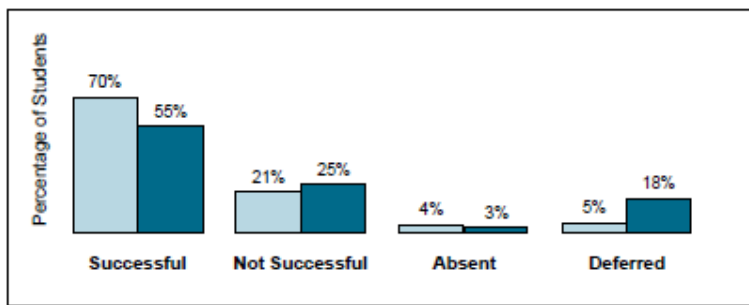
\* Percentages in graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2010, First-Time Eligible Students

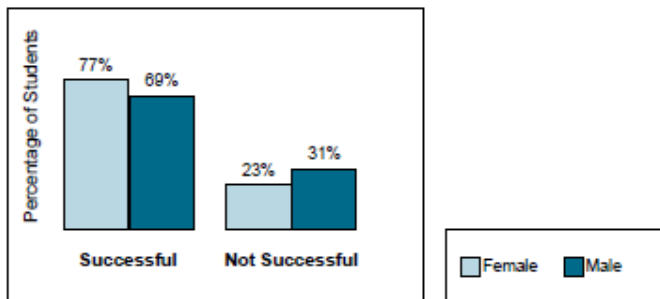
## Board Results by Gender\*\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 116		Male # = 113		Female # = 105	Male # = 90
Successful	81	70%	62	55%	77%	69%
Not Successful	24	21%	28	25%	23%	31%
<b>Fully Participating</b>	<b>105</b>	<b>91%</b>	<b>90</b>	<b>80%</b>		
Absent	5	4%	3	3%		
Deferred	6	5%	20	18%		

## Board Results for All First-Time Eligible Students by Gender



## Board Results for Fully Participating First-Time Eligible Students by Gender



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

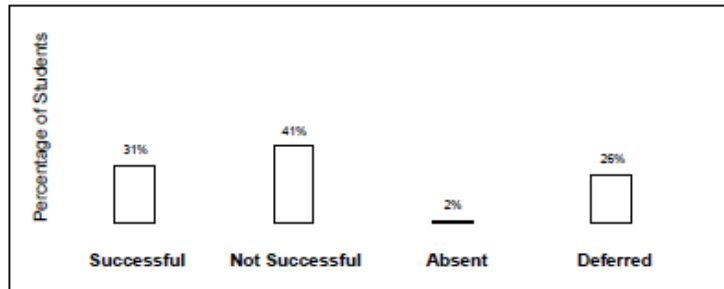
† Includes only students for whom gender data were available.



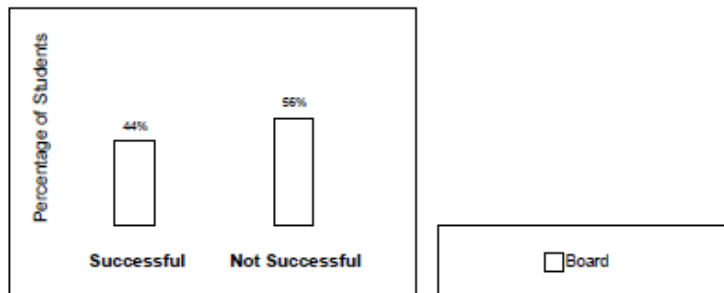
Ontario Secondary School Literacy Test, April 2010, First-Time Eligible Students  
Results for Students with Special Education Needs (excluding gifted)\*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students			
	All	Fully Participating	
	Board # = 54	Board # = 39	
Successful	17	31%	44%
Not Successful	22	41%	56%
<b>Fully Participating</b>	<b>39</b>	<b>72%</b>	
Absent	1	2%	
Deferred	14	26%	

Results for All First-Time Eligible Students with Special Education Needs (excluding gifted)



Results for Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted)



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 59**Date:** June 21, 2010

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

**FROM:** Brad Ross, Coordinator of Information Technology

**SUBJECT:** Technology: YouTube, TeacherTube Trial

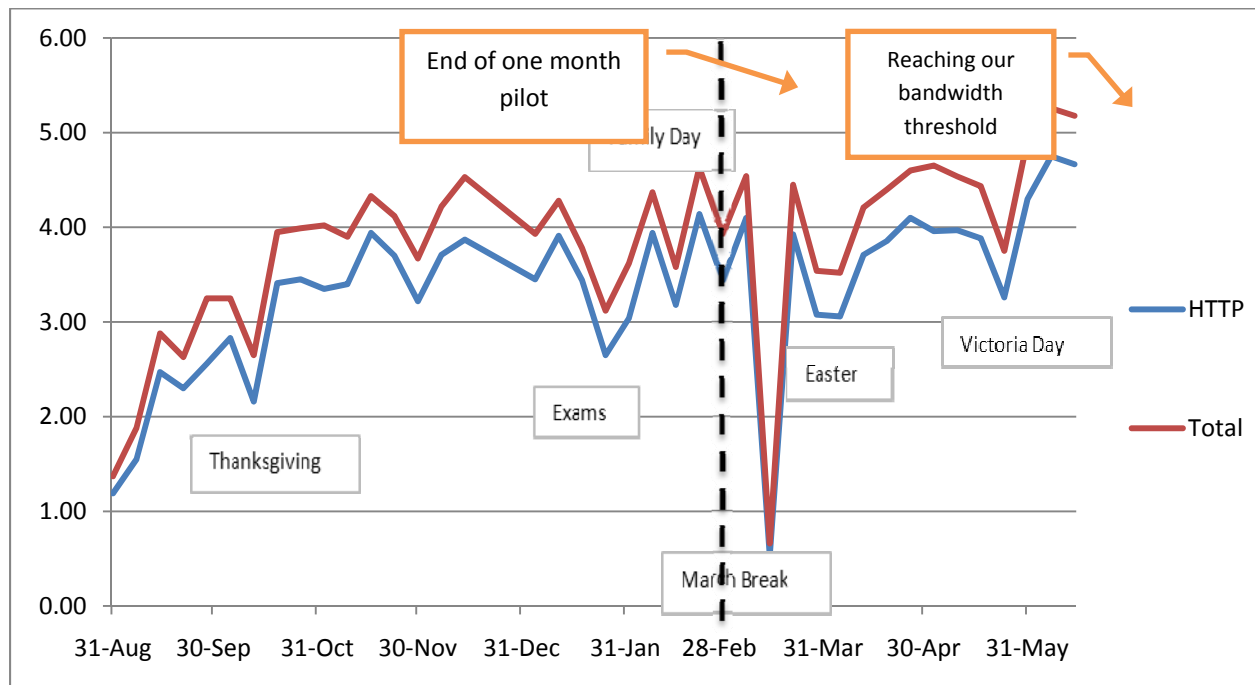
**Background**

Superior-Greenstone District School Board has not up to the point of this pilot, allowed streaming video content for their staff and student population. Bandwidth, copyright, and appropriate use were some of the major issues cited for limiting access to streaming video content. Given our bandwidth limits allowing such access would possibly impact the performance of all the other services carried through our technology pipeline.

**Current Situation**

The pilot was extended from the original one month to five months to provide a better sample of the usage on our network. We again encouraged our staff to use this opportunity to utilize Youtube.com and Teachertube.com in their classrooms as much as they could. As illustrated in the chart, again it shows an increase in our average HTTP usage levels during the pilot.

However, this depicts a limited view of the actual HTTP usage because we do not have the proper tools to track specific site traffic. This does show the overall HTTP traffic increasing. Currently, we are just under our maximum internet capacity for the board when we include all internet traffic.



I believe that this five month trial has been adequate to gain a true representation of streaming video usage. However, I still maintain that we are seeing only a minimal amount of use coming from the classroom; hence at full capacity, we would definitely go beyond our bandwidth threshold. Bandwidth is likely to present even more challenges as the new Web 2.0 applications coming online now and schedule for expanded implementation in the new year consume additional bandwidth.

We are continuing to look at alternative methods of internet delivery to alleviate some of the bandwidth issues we face. We intend to install a new device during summer break will provide firewall, spam filter, caching, and bandwidth monitoring at better speeds. In the new school year we want to pilot a new infrastructure modification that will change the method of internet delivery to a school. We continue to provide and support our staff and students with the best quality of service we can deliver with the current infrastructure.

**Administrative Recommendation**

That Superior-Greenstone DSB, Information Technology Group continue to permit access by teaching staff only to streaming video for TeacherTube.com and YouTube.com and conduct a review of bandwidth availability at the conclusion of each semester to ascertain continued viability.

Respectfully submitted by.

Bradley Ross, Coordinator  
Information Technology

Patti Pella  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 62**

**Date:** June 21, 2010

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

**FROM:** Valerie Newton, Superintendent of Student Success

**SUBJECT:** Special Funding for Native Language and Native Studies Courses

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**Background:**

Since Sept. 2007, the Superior-Greenstone DSB has offered additional courses in Native Language and Native Studies through special funding made available by the Ministry of Education for schools to offer courses in Native Language and Native Studies which includes a review of First Nation literature, arts, culture, government and customs. This funding is provided over and above the base funding for student education to encourage and support inclusive schools rich in diversity.

**Current Situation**

The following Native Study and Native Language courses were offered at the board's secondary schools during the 2009-2010 school year:

- Native Language- Ojibway.
- Gr. 11 English: Contemporary Aboriginal Voices,
- Gr. 10 Expressing Aboriginal Cultures,
- Gr. 11 Aboriginal Beliefs and Values
- Gr. 10 Aboriginal Peoples in Canada
- Gr. 11 Current Aboriginal Issues in Canada

**Next Steps**

The following secondary schools are running the following Native Language and Native Studies courses in the first semester of the 2010- 11 school year.

- Geraldton Composite High School – one course in Ojibway language, one course in Gr. 10, Aboriginal Peoples in Canada
- Marathon High School will be offering – one course in Ojibway, and 1 course in Grade 10, Aboriginal Peoples in Canada
- Nipigon Red Rock District High School - one Gr. 10 course in Aboriginal Peoples in Canada

**Administrative Recommendation:**

That, the Superior-Greenstone DSB, approve the addition of a total of five, additional sections to the secondary schools listed above for semester 1 of the 2010-2011 school year for Native Language and Native Studies courses, pending proof of minimum student enrollment as requested.

Respectfully submitted by:

Valerie Newton  
Superintendent of Student Success

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 60(A)  
**Date:** June 21, 2010

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

**FROM:** Barbara Draper, Coordinator of Human Resource Services

**SUBJECT:** Personnel Report – June 21, 2010

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***That***, the Superior-Greenstone DSB receives as information Report No. 60 (A): Personnel, dated June 21, 2010.

<b>I ADMINISTRATION</b>
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1. **APPOINTMENTS**

***Please contact the Human Resources Department for all Personnel Inquiries***

2. **RESIGNATIONS**

<b>II TEACHING STAFF</b>
--------------------------

1. **APPOINTMENTS**

2. **TRANSFERS, CHANGES IN ASSIGNMENTS**

3. **OTHER**  
***Occasional Teaching Assignments***

<b>III SUPPORT STAFF</b>
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1. **APPOINTMENTS**

2. **RESIGNATIONS**

3. **LEAVE OF ABSENCE**

Barbara Draper  
Coordinator of Human Resource Services  
***Reference: Regular Board Meeting June 21, 2010***

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 60(B)  
**Date:** June 21, 2010

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

**FROM:** Barbara Draper, Coordinator of Human Resource Services

**SUBJECT:** Personnel Report – June 21, 2010

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***That***, the Superior-Greenstone DSB receives as information Report No. 60(B): Personnel, dated June 21, 2010.

<b><i>I    ADMINISTRATION</i></b>
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**1.    APPOINTMENTS**

***Please contact the Human Resources Department for all Personnel Inquiries***

<b><i>II   TEACHING STAFF</i></b>
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**1.    APPOINTMENTS**

**2.    CHANGES IN ASSIGNMENTS**

**3.    OTHER**  
***Occasional Teaching Assignments***

Barbara Draper  
Coordinator of Human Resource Services  
***Reference: Regular Board Meeting June 21, 2010***