

# SUPERIOR-GREENTONE DISTRICT SCHOOL BOARD



## Mission Statement

*In partnership with the students, the home and the community,  
Superior-Greentone 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-Greentone 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 2008/07

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

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

## A G E N D A

Monday, June 23, 2008

Designated Site: Marathon Board Room, 12 Hemlo Drive, Marathon, ON.

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

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

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

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette						Notwell, Kathryn					
Brown, Cindy						Simmons, Tina					
Fisher, Cindy						Sparrow, Julie					
Hunking, Lenay (Student)						Turner, Jim					
Keenan, Darlene						Whent, Stacey (Student)					
Mannisto, Mark											

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

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

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

*(Elec. Attch.)*

3.1 Agenda: Committee of the Whole Board - Closed

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board (In-Camera Session) 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 Session) at \_\_\_\_\_ p.m. and that this portion be open to the public.

**4.0 Committee of Whole Board: Section B**

No Reports

Note: Resolutions in this section do not have to be moved if no reports are forthcoming under Item 4.0

4.1 Agenda: Committee of the Whole Board - (Open)

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board (Open Session) at \_\_\_\_\_ p.m. and that this portion be open to the public.

4.2 Rise and Report from Open Session

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board (Open Session) at \_\_\_\_\_ p.m.

**5.0 Regular Meeting Call to Order**

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

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

**7.0 Approval of Committee of the Whole (Open) Report**

Note: Resolutions in this section do not have to be moved if no reports were forthcoming under Item 4.0

✓ **That**, the Superior-Greenstone DSB approve the Committee of the Whole (Open) Report.

## **8.0 Approval of Agenda**

✓ **That**, the agenda for the Superior-Greenstone DSB  
2008/07 Regular Board Meeting, June 23, 2008  
be accepted and approved.

## **9.0 Disclosures of Interest re: Open Session**

## **10.0 Minutes**

### **10.1 Board Meetings:**

#### **10.1.1 2008/06 Regular Board – May 20, 2008**

(Elec. Attch.)

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

- 2008/06 Regular Board, Tuesday, May 20, 2008

### **10.2 Statutory Committee Meetings**

#### **10.2.1 SEAC: June 4, 2008**

(Elec. Attch)

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

- SEAC Meeting – Wednesday, June 4, 2008

### **10.3 Standing Committee Meetings**

#### **10.3.1 Parent Involvement Committee: May 12, 2008**

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

- PIC Meeting – Monday, May 12, 2008

#### **10.3.2 Board Policy Review Committee: May 26, 2008**

(Elec. Attch)

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

- BPRC Meeting – Monday, May 26, 2008

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

## **12.0 Delegations and/or Presentations**

### **12.1 Excellence in Education**

(Heidi. Patterson)

#### **Margaret Twomey PS: School Code of Conduct: MNHS**

(Elec. Attch 1)

✓ **That**, the Superior-Greenstone DSB receives  
as information, the report from Principal Heidi Patterson regarding  
the MTPS School Code of Conduct.

(Elec. Attch 2)

### **12.2 Update: Student Trustee**

✓ **That**, the Superior-Greenstone DSB receives as information  
the verbal report from Student Trustee Stacey Whent.

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

(Director: Patti Pella)

### **13.1 Report No.: 44**

#### **2007 Summer Break and Board Business**

(Elec. Attch – P. Pella)

✓ **That**, the Superior-Greenstone DSB receives as  
Information, Report No. 44: 2008 Summer Break and Board Business.

✓ **That**, the Superior-Greenstone DSB cancels the Regular Board meeting scheduled on Monday, July 21, 2008.

✓ **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 2008.

13.2 Good News

(Verbal – P. Pella)

13.2.1 Ontario Principal Council: Acknowledgements

13.2.2 Toyota Plant Award

13.2.3 TransCanada Grant Award; NRHS Weight Room

✓ **That**, the Superior-Greenstone DSB receives as information the verbal reports from Patti Pella.

**14.0 Reports of the Education Committee**

(Education Chair: K. Notwell)

Superintendent of Education:

14.1 Report No. 45:

Special Education Plan – 2008

(Elec. Attch. – C. Kappel)

✓ **That** the Superior-Greenstone DSB receives as information, Report No. 45: Special Education Board Plan - 2007.

✓ **That** the Superior-Greenstone DSB approve the Special Education Board Plan 2008 and forward it to the Ministry of Education for review and approval.

14.3 Report No. 46

Special Funding for Native Language and Native Studies Courses

(Elec. Attch. – C. Kappel)

✓ **That** the Superior-Greenstone DSB, receive Report No. 46: Special Funding for Native Language and Native Studies Courses for 2008-2009 as presented.

✓ **That**, the Superior-Greenstone DSB, approve the addition of one course section for each secondary school that has provided proof of the minimum student enrollment required per Native Language and/or Native Studies courses offered in Semester 1. The minimum enrollment criteria is set at eight students per course.

14.2 Good News: EDU Recognition  
Specialist High Skills Major Course

(Verbal - V. Newton)

✓ **That**, the Superior-Greenstone DSB receives as information the verbal report from Valerie Newton.

**15.0 Reports of the Business Committee**

(Business Chair: J. Turner)

Superintendent of Business: B. Rousseau

15.1 Report No. 47

Budget 2008-2009

(Elec. Attch. – B. Rousseau)

✓ **That**, the Superior-Greenstone DSB receives Report No. 47 Budget Estimates 2008-2009 as presented.

✓ **That**, the Superior-Greenstone DSB adopt the Budget Estimates for the 2008-2009 school year as presented.

15.2 Report No. 48

George O'Neill PS Project Update

(Elec. Attch. – W. Chiupka)

✓ **That**, the Superior-Greenstone DSB receive as information Report No. 48: George O'Neill Public School Project Update.

15.3 Report No. 49

Roof Replacement Tender: GCHS

(Elec. Attch. – W. Chiupka)

✓ **That**, the Superior-Greenstone DSB receives Reports No. 49: Partial Roof Replacement Geraldton Composite High School Tender as presented.

✓ **That**, the Superior-Greenstone DSB award the tender for the Partial Roof Replacement at Geraldton Composite High School to **Racco Industrial Roofing**, in the amount of one hundred and eighty-four thousand, nine hundred dollars (\$184,900), GST extra.

15.4 Report No. 50

Transportation Consortium

(Elec. Attch. – W. Chiupka)

✓ **That**, the Superior-Greenstone DSB receives Report No. 50: Coterminous Transportation Agreement as presented.

✓ **That**, the Superior-Greenstone DSB enter into the East of Thunder Bay Transportation Consortium Agreement for Shared Transportation with:  
— Superior North Catholic District School Board #34B  
— Conseil scolaire de district du Grand Nord de l'Ontario -#57, and  
— Conseil scolaire de district catholique des Aurores boréales -#62.

15.5 Report No. 51

Internal Audit for 2008

(Elec. Attch. – C. Tsubouchi)

✓ **That**, the Superior-Greenstone DSB receives Report No. 51: Internal Audit for 2008 as presented.

✓ **That**, the Superior-Greenstone DSB accept the internal audit recommendations as presented

15.6 2008 Tax Levy Bylaw No. 113

(Elec. Attch.-C.. Tsubouchi)

✓ **That**, the Superior-Greenstone DSB receives the Tax Levy 2008: Bylaw 113 as per attachment presented.

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 113 being a bylaw to levy taxes for 2008 as per the attached.

## **16.0 Matters for Decision**

*Board Chair: M. Mannisto*

- 16.1 Report No.: 52  
Disbursements – May 2008  
✓ **That**, Superior-Greenstone DSB Board receives  
as information Report No.52: Disbursements  
for May 2008.

*(Elec. Attch. – C. Tsubouchi)*

- 16.2 Report No.: 53  
Personnel – June 23, 2008  
✓ **That**, the Superior-Greenstone DSB receives  
as information, Report No. 53: Personnel  
dated June 23, 2008

*(Elec. Attch. – B. Draper)*

## **17.0 New Business**

- 17.1 Chair
- 17.2 Correspondence: June 10, 2008  
Minister K. Wynne and Minister M. Gravelle June 10, 2008
- 17.3 Future Board Meeting Agenda Items
- 17.4 Miscellaneous

*(Elec. Attch.)*

## **18.0 Trustee Associations and Other Boards**

- 18.1 OPSBA

## **19.0 Observer Comments**

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

## **20.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB 2008/07  
Regular Board Meeting, Monday, June 23, 2008  
be adjourned at \_\_\_\_\_, p.m.

### Schedule: 2008 Board Meeting

2008 Dates	Time	Location		2008 Dates	Time	Location
January 21	6:30pm	Marathon Board Office		July 21	6:30pm	Marathon Board Office
February 19	6:30pm	Lake Superior HS		August 18	6:30pm	Manitouwadge HS
March 17	6:30pm	Geraldton Composite HS		September 15	6:30pm	Nipigon-Red Rock DHS
April 21	6:30pm	Manitouwadge HS		October 20	6:30pm	Geraldton Composite HS
May 20	6:30pm	Nipigon-Red Rock HS		November 17	6:30pm	Lake Superior HS
June 23	6:30pm	Marathon Board Office		December 1	2:30pm	Geraldton Composite HS

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board 2008/07**

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

Designated Site: **Monday, June 23/08**  
**Marathon Board Office**

**A G E N D A**

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: BRD / GCHS / LSHS / NRHS

Teleconference Moderator: RM. Joannette

**PART I: Committee of Whole Board**

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

- 1.0 Personnel Report: (Trustee Queries re Personnel Report No. 53) (B. Draper)
- 2.0 Grievances (P. Pella)
- 3.0 Terms and Condition (Senior Administration/Board Managers) (P. Pella)
- 4.0 Update: Provincial Negotiations Framework (B. Rousseau)

**PART II: Committee of Whole Board**

*Section (B): In-Committee – (open to public): TBA*

- 1.0 No Reports

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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the means to honour varied learning styles.*



### Videoconference Site Locations

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

### Regular Board Meeting 2008/06

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

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

## MINUTES

Tuesday, May 20, 2008

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

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: BRD / GCHS / LSHS / MNHS / LSHS

Teleconference Moderator: RM. Joannette

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

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

### Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette	X					Notwell, Kathryn	X				
Brown, Cindy			X			Simmons, Tina	X				
Fisher, Cindy			X			Sparrow, Julie			X		
Hunking, Lenay ( <i>Student</i> )			X			Turner, Jim			X		
Keenan, Darlene		X				Whent, Stacey ( <i>Student</i> )	X				
Mannisto, Mark			X								

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



**1.0 Roll Call**

The Board Chair Mark Mannisto conducted roll call at 6.34 p.m. Members were present as noted above.

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**

There were no disclosures of interest offered at this time

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

**3.1 Agenda: Committee of the Whole Board - Closed**  
**137/08**

Moved by: Trustee C. Brown

Seconded by: Trustee J. Sparrow

✓ ***That***, the Superior-Greenstone DSB go into a Committee of the Whole Board (In-Camera Session) at 6:39 p.m. and that this portion be closed to the public.

Carried

**3.2 Rise and Report from Closed Session**  
**138/08**

Moved by: Trustee J. Sparrow

Seconded by: Trustee C. Brown

✓ ***That***, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board (In-Camera Session) at 7:24 p.m. and that this portion be open to the public.

Carried

PART II: *Committee of the Whole Board*

*Section (B): In-Committee – (open to public): N/A*

**4.0 Committee of Whole Board: Section B**

No Reports

PART III: *Regular Board Meeting*

*Section (C) : – (opens to public): TBA*

**5.0 Regular Meeting Call to Order**

Board Chair M. Mannisto called the regular meeting to order at 7:25 p.m.

Due to the length of the in-camera, closed session and with the consent of the Board, agenda Item No. 12.0, the presentation entitled, Turtle Concepts was scheduled at this time, while Agenda Items 6.0 through 11.0 followed thereafter.

**6.0 Delegation and/or Presentation: Part 1**

**6.1 Excellence in Education: NRHS: Turtle Concepts**

Nipigon-Red Rock DHS Vice Principal Barbara Willcocks reported on the Turtle Concepts, an Education and Leadership training developed by Dave Jones an Ojibwe of Anishnabe Nation. The training focuses young Aboriginal people on the concept that, it is their right to feel good about themselves. Ms. Willcocks reported that the NRHS included the sessions this year as a component under the Aboriginal Transitions grant. The training includes developing social skills,

leadership skills, communication skills and self esteem and help youth to recognize and celebrate good choices in education.

Teacher Carole Davies provided a brief report on how the program evolved at NRHS. Student participant, Brendon Hardy, provided his perspective on the impact the program has had on student.

Mr. Hardy reported that the program has inspired him to complete high school and he has begun a project to illustrate and children's book.

In a survey taken after the sessions, students were overwhelming positive in their assessment of the impact the program had on them.

With the experience of the program this year, Ms. Willcocks advised that additional proposals to the Ministry be in the offing to access funding to expand the program in our system.

**139/08**

Moved by: Trustee C. Brown

Seconded by: Trustee J. Sparrow

✓ **That**, the Superior-Greenstone DSB receives as information the Excellence in Education report on Turtle Concepts presented by Barb Willcocks.

Carried

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

**140/08**

Moved by: Trustee T. Simmons

Seconded by: Trustee B. Bartlett

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

Carried

#### **8.0 Approval of Committee of the Whole (Open) Report**

No reports were forthcoming under Item 4.0.

#### **9.0 Approval of Agenda**

**141/08**

Moved by: Trustee C. Brown

Seconded by: Trustee K. Notwell

✓ **That**, the agenda for the Superior-Greenstone DSB 2008/06 Regular Board Meeting, May 20, 2008 be accepted and approved.

Carried

#### **10.0 Disclosures of Interest re: Open Session**

There were no disclosures of interest offered at this time.

#### **11.0 Minutes**

##### **11.1 Board Meetings:**

##### **11.1.1 2008/05 Regular Board – April 21, 2008**

**142/08**

Moved by: Trustee K. Notwell

Seconded by: Trustee B. Bartlett

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

- 2008/04 Regular Board, Monday, April 21, 2008

Carried

11.2 Statutory Committee Meetings  
No Reports

11.3 Standing Committee Meetings  
No Reports

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

12.1 April 21, 2008 Board Meeting: Item 19.1.2: OPSBA Trustee Appointments

**143/08**

Moved by: Trustee B. Bartlett

Seconded by: Trustee K. Notwell

✓ **That**, the Superior-Greenstone DSB appoint the following two trustees as OPSBA Director and Alternate Director (respectively), to serve concurrently and respectively as the OPSBA Voting Delegate and Alternate Voting Delegate for the period of May 21, 2008 to May 29, 2009: Darlene Keenan and Cindy Fisher

Carried

## **13.0 Delegations and/or Presentations (Con't)**

13.1 Student Trustee Update

(Verbal – L. Hunking and/or S. Whent)

Trustee Stacey Whent reported that the process to determine the 2008-2009 Student Trustees is underway. Five students have submitted an application expressing interest in the positions. Student Trustee Lenay Hunking and S. Whent have schedule interviews with the candidates with the expectation that three names will come forward for appointment at the June Board Meeting.

**144/08**

Moved by: Trustee T. Simmons

Seconded by: Trustee D. Keenan

✓ **That**, the Superior-Greenstone DSB receives as information the verbal report from Student Trustees, Stacey Whent and Lenay Hunking.

Carried

## **14.0 Reports of the Director of Education**

(Director: Patti Pella)

14.1 Report No. 36: Principal / Vice-Principal Staffing 2008-2009

Director Patti Pella advised that school enrolment continue to be a primary guiding principle in determining current school administration model. The model established this year would be maintained in 2008-2009.

**145/08**

Moved by: Trustee B. Bartlett

Seconded by: Trustee C. Brown

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 36: Principal / Vice-Principal Staffing 2008-2009.

Carried

**146/08**

Moved by: Trustee K. Notwell

Seconded by: Trustee B. Bartlett

✓ **That**, the Superior-Greenstone DSB approves the Principal / Vice-Principal Staffing 2008-2009 as presented.

Carried

14.2 2008 School Graduation Dates

Director Pella advised that schools have set graduation dates. The graduation list will be sent out to all. Trustees are encouraged to attend in their locales as often they would be called upon to present certificates, diplomas and or scholarships at the secondary panel.

**147/08**

Moved by: Trustee C. Brown

Seconded by: Trustee J. Sparrow

✓ **That**, the Superior-Greenstone DSB receives the verbal report by Patti Pella on 2008 School Graduation Dates as information.

Carried

**15.0 Reports of the Education Committee**

(Education Chair: K. Notwell)

Superintendent of Education:

15.1 Report No. 37: Final Elementary Teaching Staff Proposal 2008-2009

Superintendent of Education reported that after compiling feedback provided from last month's Preliminary Elementary Teaching Staff Proposal there have been some revisions to the 2008-09 proposal. An additional 3.5 FTE teachers have been added to address the needs at the Beardmore, Dorion, Manitouwadge, Red Rock, Schreiber, Terrace Bay and George O'Neill Public Schools.

**148/08**

Moved by: Trustee B. Bartlett

Seconded by: Trustee T. Simmons

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 37: Final Elementary Teaching Staff Proposal 2008-2009.

Carried

**149/08**

Moved by: Trustee K. Notwell

Seconded by: Trustee B. Bartlett

✓ **That**, the Superior-Greenstone DSB approves the Final Elementary Teaching Staff Proposal 2008-2009 as presented.

Carried

15.2 Report No. 38: 2008-2009 Educational Assistants Staffing Proposal

C. Kappel reported on the proposed staffing for Educational Assistants (EA's) noting that the final assignment of would be determined based on the needs presented upon school start up in September 2008.

**150/08**

Moved by: Trustee B. Bartlett

Seconded by: Trustee T. Simmons

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 38: Educational Assistant Projected Staff Proposal 2008-29009 for discussion purposes.

Carried

**16.0 Reports of the Business Committee**

(Business Chair: J. Turner)

Superintendent of Business: B. Rousseau

16.1 Report No. 39: Dorion Water Report

Manager of Plant Wayne Chiupka advised that the only school on well water system is Dorion Public School and as such must undergo annual Ministry of Environment testing. As in past years, the water report for DOPS is good.

**151/08**

Moved by: Trustee T. Simmons

Seconded by: Trustee K. Notwell

✓ **That**, the Superior-Greenstone DSB receives as information Report No. 39 Schools on Well Water Systems – DOPS Annual Report 2008.

Carried

16.2 Report No. 40: Tender Closing: NRHS Roof

W. Chiupka reported that partial roof replacements at Nipigon-Red Rock DHS have been on the annual maintenance list for a number of years; this year the section to be replaced is on the family studies and shop areas.

**152/08**

Moved by: Trustee J. Turner

Seconded by: Trustee B. Bartlett

✓ **That**, Superior-Greenstone DSB Board receives Report No. 40: Partial Roof Replacement (NRHS) as presented.

Carried

**153/08**

Moved by: Trustee D. Keenan

Seconded by: Trustee T. Simmons

✓ **That**, the Superior-Greenstone DSB approve the Partial Roof Replacement NRHS Tender to **Racco Industrial Roofing**, in the amount of one hundred and nine thousand, three hundred twenty eight dollars (\$109,328.00), GST extra.

Carried

16.3 Report No. 41: 2007-2008 Update: Transportation Contracts

W. Chiupka reported that the last bus operator has agreed to the contract terms, completing the negotiations for transportation this year.

**154/08**

Moved by: Trustee J. Turner

Seconded by: Trustee D. Keenan

✓ **That**, the Superior-Greenstone DSB receives Report No. 41: 2007-2008 Update: Transportation Contracts as presented.

Carried

**155/08**

Moved by: Trustee C. Brown

Seconded by: Trustee T. Simmons

✓ **That**, the Superior-Greenstone DSB approve the 2007-2008 Transportation Contracts as follows (GST extra).

- Greenstone Transfer Ltd. ....\$ 314,689

Carried

**17.0 Matters for Decision**

Board Chair: M. Mannisto

17.1 Report No.: 42: Disbursements – April 2008

**156/08**

Moved by: Trustee K. Notwell

Seconded by: Trustee C. Fisher

✓ **That**, Superior-Greenstone DSB Board receives as information Report No. 42: Disbursements for April 2008.

Carried

17.2 Report No.: 43: Personnel – May 20, 2008

**157/08**

Moved by: *Trustee B. Bartlett*

Seconded by: *Trustee C. Fisher*

✓ **That**, the Superior-Greenstone DSB receives as information, Report No. 43: Personnel, dated May 20, 2008.

Carried

**158/08**

Moved by: *Trustee D. Keenan*

Seconded by: *Trustee K. Notwell*

✓ **That**, the Superior-Greenstone DSB receives as information, Report No. 43A: Personnel, dated May 20, 2008

Carried

**18.0 New Business**

18.1 Chair

18.1.1 Board Reports

Board Chair Mark Mannisto advised that in consultation with the Director changes are underway to incorporate Board Reports with the Board meeting minutes and agendas being posted to the website.

18.1.2 Police Gang Unit Presentation

M. Mannisto reported attending a presentation by the Thunder Bay police gang unit. He said the session could be of interest to system students and parents. If requested, Officer Shawn Mulligan is amenable to doing the presentation in our system schools.

18.2 Correspondence

18.2.1 Township of Schreiber, May 1/08

M. Mannisto noted that the Township of Schreiber has requested that the school review contemplated for 2008-2009 for Schreiber/ Terrace Bay include committee representatives from both of the municipalities with the potential to be affected by the outcome.

Policy 905 Pupil Accommodation will be reviewed by the Board Policy Review Committee in order to address this in the section that outlines School Review Committee membership.

18.2.2 Marathon School Council

At the April 21, 2008 Board Meeting, Michael Clancy, a citizen of Marathon made a presentation addressing the lack of financial support for student sports team travel on those occasions when a championship berth is won at the NWOSSA level. The Marathon High School Council has written to the board in support of Mr. Clancy's position. The Board agreed to write to the both the Minister of Education and Michael Gravelle (local M.P.P.) to outline the barriers that exist for northern Ontario student travel to championship events in extra-curricular activities.

**159/08**

Moved by: *Trustee J. Turner*

Seconded by: *Trustee K. Notwell*

✓ **That**, the Superior-Greenstone DSB communicate to the Ministry of Education, and the local MPP regarding the barriers to funding faced by students who participate in extra-curricular activities and that this correspondence be circulated to all SGDSB parent councils and Mr. Michael Clancy.

Carried

18.3 Future Board Meeting Agenda Items

Director Patti Pella reminded the trustees that the next board meeting venue is at the Marathon Board Meeting Room and it will be held on Monday, June 23, 2008.

## **19.0 Trustee Associations and Other Boards**

### **19.1 OPSBA**

19.1.1 Reminder: OPSBA AGM: June 12-15, 2008

## **20.0 Observer Comments**

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

### **20.1 Deb Nyman – Parent RRPS**

Ms. Nyman commented that the board must continue to be diligent in regard to the special education needs of students enrolled in board schools. She noted that she is concerned about the retention of quality time for special needs students and the EA's there to assist, especially at this time when classes are including triple and quadrupled grades. She appreciates the answers she has received by attending this meeting.

## **21.0 Adjournment**

**160/08**

*Moved by: Trustee K. Notwell*

*Seconded by: Trustee D. Keenan*

**✓ That, ✓ That, the Superior-Greenstone DSB 2008/06 Regular Board Meeting, Tuesday, May 20, 2008 be adjourned at 8:56 p.m.**

*Carried*

### *Schedule: 2008 Board Meeting*

<b><u>2008 Dates</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>		<b><u>2008 Dates</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
January 21	6:30pm	Marathon Board Office		July 21	6:30pm	Marathon Board Office
February 19	6:30pm	Lake Superior HS		August 18	6:30pm	Manitouwadge HS
March 17	6:30pm	Geraldton Composite HS		September 15	6:30pm	Nipigon-Red Rock DHS
April 21	6:30pm	Manitouwadge HS		October 20	6:30pm	Geraldton Composite HS
May 20	6:30pm	Nipigon-Red Rock HS		November 17	6:30pm	Lake Superior HS
June 23	6:30pm	Marathon Board Office		December 1	2:30pm	Geraldton Composite HS

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2008/06**

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

Tuesday, May 20, 2008

Designated Site: Manitouwadge High School, Manitouwadge ON

**TOPICS**

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: BRD / GCHS / LSHS / NRHS

Teleconference Moderator: RM. Joanne

PART I: Committee of Whole Board

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

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 43)

(B. Draper)

2.0 Provincial Negotiations Framework

PART II: Committee of Whole Board

Section (B): In-Committee – (open to public): TBA

1.0 No Reports

**In-Committee and Regular Board Meeting 2008/06**

**Tuesday, May 20, 2008**

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2008

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR



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

Wednesday, June 4, 2008 @ 6:30 p.m.

**Location:**  
 Superior-Greenstone District School Board  
 Board Room

**INFORMATIONAL NOTES**

<b><u>Voting 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
Audia, Jessica	X					Keenan, Darlene	X				
Bartlett, Bette ( <i>Alternate</i> )					X	Notwell, Kathy ( <i>Alternate</i> )				X	
Brown, Cindy				X		Nelson, Theresa				X	
English, Jennifer ( <i>Chair</i> )	X					Souckey, Leslie				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	
Patti Pella: <i>Director of Education</i>						X
Patterson, Heidi: <i>System Special Education Resource</i>						X
Rousseau, Bruce, <i>Superintendent of Business</i>	X					
Kappel, Colleen: <i>Superintendent of Education</i>	X					
Newton, Valerie: <i>Student Success Coordinator / Assistant to the Superintendent of Education</i>						X

**Note: Due to the lack of quorum the following is a transcription of notes taken for information only. These are not official minutes as SEAC motions could not be moved without a quorum**

**1.0 Call to Order**

**1.1 Respite Services, Wesway, Thunder Bay Presentation**

Karen McKissick and Daniel McGoey reported on Respite by Wesway, which is a service for children with autism. ASD funding is provided to parents. Wesway is taking over respite from Superior-Greenstone Association for Community Living.

**2.0 Approval of Minutes**

The SEAC Minutes of April 8, 2008 could not be approved as presented due to the lack of quorum.

**3.0 Additions to the Agenda**

**4.0 Business Arising from the Minutes**

**4.1 Final Review of School to Community Transition Information Brochure**

- C. Kappel

C. Kappel provided a brief synopsis and extended thanks to Principal Nicole Moden Cormier, Darlene Keenan and the committee for the work completed on this project. The brochure will be posted to the website.

**5.0 Correspondence**

6.0 New Business

6.1 Board Budget Presentation

Superintendent of Business Bruce Rousseau provided an overview of the 2008-2009 Grants for Student Needs Technical paper from the Ministry of Education.

6.2 \* **Special Education Board Plan**

Superintendent of Education Colleen Kappel briefly reviewed the plan, pointing out that the plan must be forwarded to the Ministry for approval. The plan remains largely intact from the issue last year, with only a few amendments. These amendments would be the focus for ministry approval.

SEAC members, Jessica Audia and Jennifer English approved the Special Education Board Plan for submission to the Ministry of Education.

\* **Trustee Cindy Brown** was polled by C. Kappel after the meeting to ensure that full SEAC committee was in agreement for submission. Trustee Brown's support was acquired.

7.0 Information Items

8.0 Agenda Items: Next Meeting Date/Time/Venue

Tentative: Tuesday, October 7, 2008 (to be confirmed in new school year)

9.0 Adjournment

SEAC members J. Audia and J. English agreed to have SEAC meeting adjourn at 8:15 p.m.

# 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.*

## Parent Involvement Committee

Monday, May 12, 2008— 6:30 p.m.

## MINUTES

On-Site at Marathon Board Meeting Room  
Electronic Access via Videoconference and/or Teleconference

Chair: Pinky McRae

Director: Patti Pella  
Moderator / Recorder: RM. Joannette

### 1.0 Roll Call

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
Parent Involvement Committee						PIC Alternates	OS	TC	VC	A	R
Elementary Schools	OS	TC	VC	A	R						
Bulmer, Susan (RRPS)			X			Bahm, Wendy (TBPS)					
Dumonski, Kitty (DOPS)			X			Borutski, Tosha (SCPS)					
Hamel, Tina (SCPS)			X			Collins, Mandy (RRPS)					
Kempe, Clare (TBPS)			X			Hoffman, Deanna (MMPS)					
Koning, Fran (BEPS)				x		Mangoff, Stephen (GOPS)					
Langthorne, Bernadette (GOPS)			X			Marceau, Roxanne (GOPS)					
Mannisto, Mari (MMPS)			X			Marino, Jody (BAPS)					
Sagle, Kelly (MNPS)			X			O'Brien, Berndadine (BAPS)					
Slomke, Lisa (BAPS)			X			Roper, Tonya (SCPS)					
(MTPS)						Dumonski, Michelle (NRHS)					
			Name unavailable			Jones, Tammy (NRHS)					
Secondary Schools	OS	TC	VC	A	R	Trustees/Administration	OS	TC	VC	A	R
Budgell, Lou (MNHS)				X		Fisher, Cindy					X
Kadikoff, Ernie (NRHS)				X		Kappel, Colleen	X				
McPherson, Jamie (GCHS)					X	Keenan, Darlene				X	
McRae, Pinky (MRHS)	X					Mackenzie, Sharon			X		
Young, Tammy (LSHS)			X			Mannisto, Mark (ex-officio)				X	
						Notwell, Kathryn			X		
Guests											
Gurney, Jack			X			Passi, David	X				
Lachance, Brian			X			Pella, Patti			X		
McArthur, Birgit			X			Penna, Linda			X		
Turnbull, Helen			X			Sparrow, Julie (alt)				X	
						Turner, Jim				X	
						Wiskin, Brenda	X				

## **1.0 Welcome**

The Chairperson Pinky McRae welcomed everyone to the meeting and took roll call.

## **2.0 Review and Approval of Minutes: February 11, 2008**

Moved by Mari Mannisto / Seconded by Kitty Dumonski

That, the minutes from the February 12, 2008 Parent Involvement Committee Meeting be approved with minor corrections re typographic and grammar.

## **3.0 Update: Provincial Parent Board**

P. McRae provided an update on the last Provincial Parent Board Meeting on April 4 and 5, 2008. She reported that there are five working groups. These groups are addressing, Terms of Office, Parent Effectiveness, Parents Reaching Out, Logistics Model and Professional Development.

A major thrust is on to complete a Parent Involvement Brochure that would help guide parent groups that compile proposals for funding approval. The goal is to have this piece ready for distribution to school councils in September 2008.

Progress is being made in the communication area with Sharon Stuckless, Manager of the Parent Engagement Office working on completing a directory of PIC Chairs. The directory will be used by the Parent Engagement Office (PEO) to communicate directly with each school board's PIC chairs regarding parent engagement initiatives, including base funding for boards and school councils, Parents Reaching Out grants for both school councils and regional/provincial projects, and to obtain the perspective of PICs on parent engagement for the Provincial Parent Board (PPB). The PIC directory will also be used to facilitate communication among PICs throughout the province.

The next scheduled meeting is on May 23-24, 2008, while the final meeting of the year is set for June 20-21.

## **4.0 Provincial English Public School Council**

P. McRae noted Brenda Hopkins of the Thames Valley DSB has sent here information on the formation of a Provincial English Public School Council group.

She is concerned over the movement and its current solicitation of support from provincial school boards for a number reasons including:

- how were members of the new council came to be selected
  - who was appointed to represent our northern school boards and furthermore how did this person(s) get the nod
  - she has no knowledge of what the process is to share northern board concerns and have them heard at the ministry level.
  - if this is a done deal, what concerns have been brought forward so far and why are we not aware of the issue addressed
  - why is only is the group only an English public group
- Consensus from SGDSB PIC is that P. McRae articulates these concerns to B. Hopkins before any form of support is forwarded.

## **5.0 Update: Parent Involvement Committee**

### **5.1 Update: Approved Parent Involvement Activity Funding**

P. McRae noted that nine proposals were sent in for PIC funding and all of these were approved for total of \$5,000. She reminded all that the funds must be spent by June 30, 2008 and a report of the activity must be submitted to her no later than August 30/08.

P. McRae also advised that approximately \$2,400 from last year is available for division among the schools and Manager of Accounting Services Cathy Tsubouchi is preparing a memo for distribution to PIC members to explain the parameters.

5.2 Update: Parents Reaching Out Grants

P. Pella noted that 10 PRO grants were approved, and suggested that those that were not approved may not have met the criteria for funding because the activities were not set to happen on the school site. PRO grants are intended to engage parents but the initiatives are meant to bring parents onto school sites.

**6.0 Director's Update**

6.1 Policy 905 Pupil Accommodation

P. Pella explained the rationale for Pupil Accommodation study in this board. Excessive vacant space in school facilities with low pupil population must be reviewed for viability. Policy 905 delineates what a review committee should look at in terms of the value for students and community. Three reviews are scheduled over the next three school years.

Less than five years ago the board had five categories of schools; from very small to large, with a small school category having 80 students or less. In 2008, we have 6 of 10 schools in the "very small" range; two schools have "small" populations, while only two are considered as having large enrolment.

6.2 2008-2009 Budget Estimates

P. Pella advised that the 2008-2009 Budget Estimates are scheduled to come before the board on Friday, June 16, 2008.

P. McRae suggested PIC member reviewed the EDU memo attached to the agenda for information on EDU proposed funding.

P. Pella requested that PIC, perhaps in conjunction with school councils compile a list of characteristics it considers desirable for their school principal should, during the school year it become necessary to recruit an administrator in the school. This information would be kept on file so that board administration is always aware of the local perception for appropriate principal style.

6.3 2008-2009 Elementary Staffing

P. Pella advised that this preliminary report went to the board on April 21<sup>st</sup> and a final report is scheduled for board review on May 20<sup>th</sup>. Stakeholder feedback is being considered and staffing numbers will be revised as the board attempts to address some of the multiple grade situations.

6.4 2008-2009 Secondary Staffing

P. Pella explained that the secondary staffing is prescribed by a formula in the collective agreement.

6.5 Parent Engagement Office: Correspondence- April 2-08

P. McRae referred to this letter from Sharon Stuckless under the Update: Provincial Parent Board

**7.0 Updates: Schools' Parent Involvement Representatives**

7.1 Mari Mannisto: Report that funds for MMPS were used to run a scholastic book fair from the library, convene a spelling bee with both parents and students participating. Prizes in the spelling bee included \$5 vouchers for book fair purchases.

Kitty Dumonski: ,DOPS has held one of two events planned... Internet Safety was done a couple weeks ago and turnout was disappointing compared to last years events when about 80% of families were involved in the events that were run last year.

- Tina Hamel: Reported that SCPS had two projects. During education week there was a literacy and numeracy day, but parent turnout was disappointing too, although the children attending enjoyed the fruit immensely. The second event entitled "Are you Smarter than SCPS Student?" was attended by 10 parents. Finally there is a BBQ planned to mark the end of the school year.
- Pinky McRae MRHS held a Family Olympic day with attendance being about 30 people most of whom were student. Five sporting events were held with pizza, pop and prizes available to participants. Feeder schools' grade 8 classes were also invited.

## 7.2 Update: School Board Calendars

Kelly Sagle, explained that plans are underway to develop a 16-month School Board Calendar that will feature the artwork of students from around the board system. Information will go out to both the elementary and the secondary panel to solicit artwork from students. One piece of work from each grade would be selected (judging parameters to be determined) to face each calendar month. Kelly said she has some preliminary cost quotes from a printer in Terrace Bay and the plan is to have the work complete through the summer so that the calendar would be available to every student in the system. Kelly and Patti will send out a memo to each school to begin the work of collecting the artwork. Deadline to submit artwork to the board office is set for June 15, 2008. She and Patti will meet to determine the pieces to be used in the calendar. Regardless of which art pieces are used, all those students who submit will receive a certificate of acknowledgement.

## **8.0 Q & A Session**

### 8.1 Kitty Dumonski

Inquired whether the significant number of teachers retiring this year would free up money to hire more teachers because these are senior teachers are at the max on salary scale. Younger teachers would be hired at entry level salary. Patti advised that there are implications on the funding formula with this scenario. EDU formula takes some of the saving back. As well, the board has obligation to teachers laid off as redundant.

K. Dumonski advised that the People for Education Annual Report it notes that the only funding that is enveloped in a board is that for Special Education. She would like clarification on this matter as SGDSB has always said funds are now transferable between departments. Patti will check with B. Rousseau Superintendent of Business.

## **9.0 Suggestions: Future Agenda Items**

Report on the PRO and PIC Sub-committees by P. McRae  
Presentation on compiling funding applications and proposals

## **10.0 Next Meeting Date**

Monday, November 3, 2008  
Monday, February 2, 2009  
Monday, May 4, 2009  
Subject to change pending other board schedules as may be determined in September 2008.

## **11.0 Adjournment**

P. McRae adjourned the meeting at 7:57 p.m.

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

## Board Policy Committee

### Videoconference Meeting

Monday, May 26, 2008 @ 6:30 p.m.

## M I N U T E S

<u><b>Members</b></u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy					X	Mannisto, Mark (Ex-Officio)		X			
Fisher, Cindy				X		Sparrow, Julie	X				
Keenan, Darlene		X									

<u><b>Resource Members</b></u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>					
	OS	TC	VC	A	R	
Patti Pella: <i>Director of Education</i>	X					
Colleen Kappel: <i>Superintendent of Education</i>	X					
Cathy Tsubouchi: <i>Manager of Accounting Services</i>						X
RM. Joannette: <i>Recorder</i>	X					

Legend:	Policy = <b>P</b>	Management Guideline = <b>MG</b>	Procedural Guideline = <b>PG</b>
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- 1.0 Review and Approval of Minutes: March 25, 2008  
Chair, J. Sparrow called the meeting to order at 6:47 p.m.  
Moved by M. Mannisto and seconded by D. Keenan that the minutes be approved.
- 2.0 Business Arising from Minutes  
Nil
- 3.0 Reviews: New/Existing Policy (P) /Management Guidelines (MG) / Procedure Guideline (PG)
  - 3.1 Existing P-302 Student Transportation by Staff or other Volunteer
    - 3.1.1 Form F21-003: Authority to Transport Students to School Events (Volunteer Drivers)  
P. Pella noted that the Policy -302 has been revised to more accurately delineate the licensing requirement for school purpose vehicles, namely those that will be used in transportation of students to off-school site events. The authorization to transport form has been revised to reflect the change as well.  
**Action:** Put forward for full stakeholder feedback.
  - 3.2 Existing P-905 Pupil Accommodation  
P Pella explained that currently P-905, Part 2.2.3 a) (iv) and (v) articulates the composition of for accommodation review committees. One community representative and one municipal representative is to be included on the committee, however the reality is that more than one community and municipality may have links to the school undergoing the review.  
**Action:** P-905 will edited at this section only to ensure that review committee composition, includes wording that calls to have one business representative and one municipal representative for each community having a connection with the school.
- 4.0 Stakeholder Feedback: Re P's, MG's and/or PG's Concluded April 14, 2008
  - 4.1 PG: Hostile and Violent Incidents
  - 4.2 PG: Medical Preparedness and First Aid

- 4.3 PG: School Emergency / Civil Emergency Evacuation / School Closures
- 4.4 PG: School Lockdown
- 4.5 PG: Wild Animals on School Property
- 5.0 Stakeholder Feedback: Re P's, MG's and/or PG's Concluded May 16, 2008
  - 5.1 Existing P-518 Emergency Procedures
  - 5.2 Existing P-520 Safe Schools Code of Conduct
  - 5.3 Existing P-525 Bullying Prevention and Intervention Strategies
  - 5.4 Existing MG-522 Scholarships and Trust Funds
- 6.0 Future Agenda Items
  - 6.1 Reviews: New / Existing P's, MG's and PG's
    - 6.1.1 Existing P-307 Travel Meals and Hospitality Expenses
    - 6.1.2 Existing P-515 School Community Council
    - 6.1.3 Existing P-717 Workplace Harassment
    - 6.1.4 Existing MG-520 Safe Schools Code of Conduct
    - 6.1.5 Existing MG-520 Police and Schools Protocol
    - 6.1.6 Existing MG-525 Anti-Bullying (to rename, Bullying Prevention & Intervention Strategies)
    - 6.1.7 New PG: School Field Trips / Medical Preparedness and First Aid
- 7.0 Submissions for Stakeholder Review: P's, MG's and/or PG's to Conclude July 25, 2008  
 Moved by M. Mannisto / Seconded by D. Keenan that following policy be put forward for full stakeholder review to conclude by August 8, 2008
  - P-302 Student Transportation by Staff or other Volunteer (Elec.Attch.)
  - Form F21-003 Authority to Transport Students to School Events (Volunteer Drivers) (Elec.Attch.)
- 8.0 Recommendations for Board Approval: P's, MG's and/or PG's to  
 Moved by M. Mannisto / Seconded by D. Keenan that the following policies, management guidelines and/or procedural guidelines be put forth for approval at the next regular meeting of the Board:
  - PG: Hostile and Violent Incidents (Elec.Attch.)
  - PG: Medical Preparedness and First Aid (Elec.Attch.)
  - PG: School Emergency / Civil Emergency Evacuation / School Closures (Elec.Attch.)
  - PG: School Lockdown (Elec.Attch.)
  - PG: Wild Animals on School Property (Elec.Attch.)
  - Existing P-518 Emergency Procedures (Elec.Attch.)
  - Existing P-520 Safe Schools Code of Conduct (Elec.Attch.)
  - Existing P-525 Bullying Prevention and Intervention Strategies (Elec.Attch.)
  - Existing P-905 Pupil Accommodation (Elec.Attch.)
  - Existing MG-522 Scholarships and Trust Funds (Elec.Attch.)
- 9.0 Next Meeting Date:  
 Monday, September 22/08
- 10.0 2008 Meeting Dates / Time: 6:30 p.m.  
 Monday, October 27/08  
 Monday, November 24/08  
 June, July, August & December (**No Meetings**)
- 11.0 Adjournment  
 Moved by M. Mannisto / Seconded by D. Keenan that the meeting adjourn at 7:26 p.m.



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name STUDENT TRANSPORTATION BY STAFF OR OTHER VOLUNTEERS

302

Board Approved: March 12, 1999  
\_\_\_\_\_, 2008

Reviewed: October 28, 2002  
March 21, 2006

Review Prior To: December 2011

**REVISED DRAFT: May 26-08**

### POLICY

The Superior-Greenstone District School Board encourages staff to hire licensed carriers to transport students to school board approved functions such as co-curricular and extra curricular activities.

Where this is cost prohibitive due to the number of students to be transported or the distance involved, the use of volunteer drivers, rental vehicles or private vehicles may be considered.

### PROCEDURES

#### 1.0 Principal's Responsibility

When volunteer drivers (staff, parents or other volunteers – *volunteer is NOT a student registered in secondary school*) are utilized to provide transportation for students the school principal is responsible for ensuring the following:

1. The appropriate TRIP DRIVER FORM is completed prior to the commencement of the trip.
2. The driver(s) are in possession of a valid drivers license appropriate for the vehicle. See Section 3.0 - "Licensing Requirements For School Purpose Vehicles".
3. The owner of the vehicle being operated on school board business carry adequate limits of liability insurance. See Section 2.0 - "Insurance Coverage".
4. Vehicles being rented by school staff are contracted in the name of the school board.
5. The full insurance coverage offered by the rental company is to be purchased (liability, collision and comprehensive).
6. That if students are being transported in a private vehicle that such transport is in accordance with the legislation of *Bill 73: An Act to Enhance the Safety of Children and Youth on Ontario's Roads*, which requires pre-schoolers and primary grade-age children to be buckled up in the appropriate child car seat, including booster seats. A child can start using a seatbelt alone once *any one* of the following criteria is met:
  - i) the child turns eight years old;
  - ii) the child weighs 36 kg (80 lbs); or,
  - iii) the child is 145 cm (4 feet 9 inches) tall

#### 2.0 Insurance Coverage

The owner of the vehicle is required by the board to provide a MINIMUM liability insurance of \$1,000,000.00.

If a personal vehicle is used regularly to transport students, then the vehicle owner is advised to notify his or her agent, broker or insurer and request a rider be added to the policy to extend coverage.

In addition to the owner's insurance the Board carries NON-OWNED AUTOMOBILE LIABILITY insurance, which is designed to provide coverage in excess of the vehicle owners' insurance carried on the vehicle while being used or operated on board business.

The INSURANCE ACT stipulates that the vehicle owner's insurance is primary to any non-owned automobile liability insurance policy.

### **3.0 Licensing Requirements for School Purpose Vehicles**

Seating capacity is the key determinant, not the number of passengers actually being carried.

Vehicles are divided into three categories based on the vehicle seating capacity:

#### **Five (5) passenger seats plus the driver**

Driver is required to carry a valid driver's license with a "G" class.

#### **Six (6) to Nine (9) passenger seats plus the driver**

Driver must carry a valid driver's license with a "G" class.

Vehicle must have safety inspection stickers, carry a logbook and conform to Regulation 611 of the Highway Traffic Act.

These requirements apply to vehicles owned, leased or rented in the name of the board or operated under contract with the board. A vehicle is considered under contract if compensation is paid for the service. Compensation is defined as any rate, remuneration, reimbursement or reward of any kind paid, payable or promised or received or demanded, directly or indirectly.

If no remuneration is paid Regulation 611 of the Highway Traffic Act does not apply.

#### **Ten (10) to Twenty-four (24) passenger seats plus the driver**

Driver must carry a valid driver's license with an "E" class.

Vehicle must meet all of the "school purpose bus" regulations under the Highway Traffic Act.

These requirements apply to vehicles owned, leased or rented in the name of the board.

For vehicles provided with no payment for the occasional transportation of students a class "F" license is required if the vehicle has the capacity to carry more than 11 passengers and the vehicle need not meet the "school purpose bus" regulations under the Highway Traffic Act.

Highway Traffic Act Regulations are very stringent and violation of these regulations could result in a fine, license suspension or such other penalty as permitted by the Highway Traffic Act.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**AUTHORIZATION TO TRANSPORT STUDENTS PARTICIPATING IN SCHOOL EVENTS**

**VOLUNTEER DRIVERS**

*REVISED DRAFT: May 26-08*

This will authorize: \_\_\_\_\_  
(Name of teacher or other volunteer driver)

1. To transport students participating in the events listed on the attached school schedule.

or

2. To transport students participating in the following school activity:

\_\_\_\_\_  
\_\_\_\_\_

3. Vehicle Information: Make \_\_\_\_\_ Year \_\_\_\_\_ License No.: \_\_\_\_\_

\_\_\_\_\_  
Date School Name Principal's Signature

All "Trip Drivers" including Volunteer Drivers are advised that, in order to bring into effect the Board's Excess Liability Insurance, they should:

- a) Use a licensed automobile which carries valid third-party liability insurance as required under legislation in the Province of Ontario.
- b) Provide the Board prompt written notice, with all available particulars, of any accident arising out of the use of a licensed automobile during a trip on business of the Board.
- c) Be aware that the Board's Excess Liability Insurance comes into effect only aft the "Trip Drivers" insurance has been exhausted, to a combined total of \$15,000,000.

**Note:** A "Trip Driver" is defined as any person authorized by the Board who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile; to include Trustees, employees, teachers, parents, volunteers and officials of the Board.

**Declaration to be signed by driver:**

I declare that I am licensed to drive in Ontario and my vehicle is insured by valid automobile liability insurance as required by Ontario Law.

That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

That the vehicle described above is provided to transport students with no remuneration of any kind from the school or school board and has a seating capacity of:

SIX (6) to NINE (9) passenger seats plus the driver ☐

or

TEN (10) to TWENTY-FOUR (24) passenger seats plus the driver ☐

\_\_\_\_\_  
Driver's Signature

\_\_\_\_\_  
Date

**Declaration to be signed by the owner of the vehicle, if the volunteer driver does not own the vehicle:**

I declare that I have authorized \_\_\_\_\_ to drive my vehicle to transport students participating in the school event(s) listed on this form.

He/She is licensed to carry passengers and is fully insured as a driver under the vehicle liability insurance as required by Ontario Legislation.

That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

That the vehicle described above is provided to transport students with no remuneration of any kind from the school or school board and has a seating capacity of:

SIX (6) to NINE (9) passenger seats plus the driver ☐

or

TEN (10) to TWENTY-FOUR (24) passenger seats plus the driver ☐

\_\_\_\_\_  
Vehicle Owner's Signature

\_\_\_\_\_  
Date

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### SUMMARY OF INSURANCE COVERAGE

#### **Volunteer Drivers for School Authorities**

Ontario Legislation makes automobile insurance compulsory in the Province of Ontario. This same legislation makes the vehicle insurance primary coverage. In other words, the insurance on the vehicle responds to claims first.

The School Board's liability policy contains an endorsement, called the "*Non-Owner Automobile Endorsement*," which extends liability coverage to those who are using personal vehicles on the business of the Board. In accordance with Legislation, this coverage is **excess** to the insurance on the vehicle. For example, if an accident occurred while the vehicle was being operated on a school outing, and the vehicle was insured for \$1 million of liability insurance, and there was a successful suite against the owner of the vehicle for \$3 million, the Board's liability insurance would respond to the \$2 million in excess of the \$1 million carried by the owner.

There is no coverage under this endorsement for damage to the vehicle itself. It is liability insurance only.

Passengers who are injured would recover accident benefits under their own automobile policies. Thus, students injured in an automobile accident would report the injuries to their parents' auto insurer. If there is no automobile insurance policy in the family, the injured passenger would collect benefits under the liability policy in place on the vehicle in which they were riding at the time of the accident.

#### **Personal Automobile Insurance Coverage**

For the personal protection of volunteer drivers it is recommended that drivers carry a minimum of \$1 million of liability insurance. If there is any doubt about the insurance coverage carried, or the use of the vehicle to transport students, volunteers should review their coverage with their insurance brokers.

#### **ADD TO VOLUNTEER DRIVERS form**

I declare that the vehicle described above is provided to transport students with no remuneration of any kind from the school or school board and has a seating capacity of:

SIX (6) to NINE (9) passenger seats plus the driver

TEN (10) to TWENTY FOUR (24) passenger seats plus the driver

\_\_\_\_\_  
Driver and/or Owner's Signature

\_\_\_\_\_  
Date

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Procedural  
Guideline

## Hostile and Violent Incidents

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Board Approved: June 24, 2008

Implemented: June 24, 2008

Review Prior to: December 2013

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### 1.0 General Guidelines

The following procedures apply when dealing with hostile or violent acts within a school.

- 1.1 Staff member involved must contact the principal or designate with specific details.
- 1.2 Staff is NOT to use the telephones.
- 1.3 Staff is NOT to activate the fire alarm.
- 1.4 Staff is NOT to use the Public Address System during this time, except to report the location of an intruder or unless directed by the principal or designate.
- 1.5 Do not approach anyone who is carrying a weapon; assume that the weapon is intended to be used.

### 2.0 Principal Responsibilities in the Event of a Hostile or Violent Incident

The principal or designate will:

- 2.1 Implement school lock-down procedures if required. Students are not to be released until directed by the principal or designate.
- 2.2 Contact police or other emergency personnel if necessary.
- 2.3 Control the public address system or allow its use only by the Crisis Response Team to give precise instructions and/or information to staff and students.
- 2.4 Inform the Director of Education / Superintendent of Education or designate of the situation.
- 2.5 Cooperate with the police to ensure the safety of students and staff.
- 2.6 The police are on the scene they will make the decisions. If an armed person is holding a class hostage, it is not the school's decision to evacuate the other classes.
- 2.7 Conduct an investigation, which may parallel a police investigation.

### **3.0 Media Communications**

- 3.1 DO NOT release information to the media.
- 3.2 Refer requests for comments/information to the principal or designate.
- 3.3 The principal or designate will refer all requests for comments/information to the Director of Education and/or the Chair of the Board.

### **4.0 Weapons**

In accordance with the Safe Schools Act, 2000 (Bill 81) / Progressive Discipline and School Safety Act, 2007 (Bill 212); the Superior-Greenstone DSB Policy 520 – Safe Schools Code of Conduct; and the Superior-Greenstone District School Board will not tolerate the possession of weapons by persons on its property or in its buildings and will ensure that appropriate action is taken.

#### **References:**

Procedural Guideline: School Lockdown  
Policy 520 and Management Guideline 520 Safe Schools Code of Conduct

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**HOSTILE AND VIOLENT INCIDENTS DOCUMENTATION FORM**

Name of individual completing the report \_\_\_\_\_  
Date of Occurrence: \_\_\_\_\_ Time of Occurrence: \_\_\_\_\_ ☐ a.m. / ☐ p.m.

Location of Incident: \_\_\_\_\_  
Officer(s) Responding (include badge numbers): \_\_\_\_\_  
\_\_\_\_\_

***Identifying Characteristics***

# of Perpetrators \_\_\_\_\_ # Females \_\_\_\_\_ # Males \_\_\_\_\_

Estimated Age of Perpetrators: Female(s) \_\_\_\_\_ Male(s) \_\_\_\_\_

Physical Description (Female): \_\_\_\_\_  
\_\_\_\_\_

Physical Description (Male): \_\_\_\_\_  
\_\_\_\_\_

Weapons Involved: ☐ Yes ☐ No

If "Yes", # of Weapons: \_\_\_\_\_ Type of Weapons: \_\_\_\_\_

Additional Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Procedural  
Guideline

### ***Medical Preparedness and First Aid***

---

*Board Approved: June 24, 2008*

*Implemented: June 24, 2008*

*Review Prior to: December 2013*

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The school principal or designate must ensure that:

- 1.1 There are personnel certified in CPR and First Aid on the premises.
- 1.2 A First Aid box is available in a centrally located place.
- 1.3 There is a plan of action including a designated person to take charge.
- 1.4 An evacuation site has been designated for the school (i.e. another school or a church, etc.).
- 1.5 Emergency plans are in place for students and staff with severe medical conditions (i.e., student medical information (allergies) posted in staffroom and staff Epi-pen training is current).
- 1.6 All plans conform to fire regulations including the evacuation plan.
- 1.7 There are clear rules and posted signs re: school visitors.
- 1.8 A school map as outlined in the School Emergency Procedures Plan is available and the map includes the locations of:
  - Fire routes
  - Pull stations
  - Fire extinguishers
  - First Aid kits
  - Eye wash stations
- 1.9 In situations where schools are required to transport a student, or staff member to the hospital either by ambulance or in a private vehicle, the principal or designate should ensure that:
  - 1.9.1 The parent/guardian or emergency contact person has been notified, given brief details of the accident, and requested to meet their child at the hospital as soon as possible;
  - 1.9.2 If an ambulance is required, parents/guardians or emergency contact person are to be made aware that the cost of ambulance services is not the responsibility of the school;
  - 1.9.3 The hospital/ambulance driver has all pertinent information:
    - Casualty's name/address/phone numbers of parents/guardian, or
    - Emergency contact person/next of kin (home and work);
  - 1.9.4 If a parent/guardian or emergency contact person is not available to accompany the child, a staff member transports the student or follows the ambulance to the hospital;

- 1.9.5 The staff member remains at the hospital until the student is in the care of a hospital staff person OR his/her parent/guardian or emergency contact person.
- 1.9.6 Ensure that the person transporting the injured individual to hospital in a personal vehicle is aware of the requirement to have \$1,000,000 liability insurance coverage on their personal vehicle.
- 1.10 All schools must follow First Aid Kit regulations (see Appendix A for First Aid Kit requirements) and ensure it is referenced.
- 1.11 All schools must follow the procedures for dealing with syringes / needles /condoms / pathogens (see Appendix B regarding guidelines on this subject).

**FIRST AID KIT REQUIREMENTS**

Every employer employing **more than five workers and not more than fifteen workers** in any one shift at a place of employment shall provide and maintain a First Aid Station with a First Aid box (Ontario Standard #1 Kit) containing as a *minimum*:

- a) A current edition of a standard St. John Ambulance First Aid Manual.
- b) One (1) card of safety pins.
- c) Dressings consisting of:

Quantity	Description
24	.....adhesive dressings individually wrapped
12	.....sterile gauze pads, 3"-square
4	.....rolls of 2"-wide gauze bandage
4	.....rolls of 4"-wide gauze bandage
4	.....sterile surgical pads suitable for pressure dressings, individually wrapped
6	.....triangular bandages
2	.....rolls of splint padding
1	.....roll-up splint

Every employer employing **more than fifteen and fewer than 200 workers** in any one shift at a place of employment shall provide and maintain at the place of employment one (1) stretcher, two (2) blankets and a First Aid Station with a First Aid box (Ontario Standard #2 Kit) containing as a *minimum*:

- a) A current edition of a standard St. John Ambulance First Aid Manual.
- b) Twenty-four (24) safety pins.
- c) One (1) basin, preferably one made of stainless steel.
- d) Dressings consisting of:

Quantity	Description
48	adhesive dressings individually wrapped
2	rolls of 1"-wide adhesive tape,
12	rolls of 1"-wide guaze bandage
48	sterile gauze pads, 3"-square
8	rolls of 2"-wide gauze bandage
8	rolls of 4"-wide gauze bandage
6	sterile surgical pads suitable for pressure dressings, individually wrapped
12	triangular bandages
	splints of assorted sizes
2	rolls of splint padding

The employer shall ensure that the First Aid Station is at all times in the charge of a worker who:

- a) holds a valid St. John Ambulance Standard First Aid Certificate or its equivalent;  
and
- b) works in the immediate vicinity of the First Aid box.

*Source: WSIB Ontario Booklet-Regulation 1101 First Aid Requirements*

**SYRINGES/NEEDLES/CONDOMS/PATHOGENS**

The following guidelines have been developed to assist school personnel:

**1.0 Syringes/Needles**

- 1.1 Students should be advised not to touch or pick up syringes/needles found on the school ground but to report the location of the syringe to a staff member at the school.
- 1.2 The staff member will report the matter to the principal or designate who will:
  - Arrange for an adult to remove the item from the school yard/ground
  - Report the incident and make arrangements for pick-up from the school (give the name of school, the location of the syringe, and the contact person)

**2.0 “Needle Stick” Injury**

- 2.1 In the event of a “needle stick” injury (a student or staff accidentally punctures the skin with a needle), the individual should:
  - Wash the area with soap and water (if within a few hours)
  - Report the incident to the School Administrator
  - Complete an Incident Report
  - Advise parents/guardians of the incident
  - Consult the Public Health Department for information and management
  - Dispose of the syringe/needle as directed by the Public Health Department
  - Provide information/awareness to all staff and students to the dangers of handling contaminated and/or infectious objects

**3.0 Disposal of Condoms**

- 3.1 When disposing of condoms found on the school premises staff should:
  - Wear rubber gloves
  - Carefully put condom(s) in an impervious plastic bag/put rubber gloves in the plastic bag
  - Tie the plastic bag and place in the garbage
  - Wash hands afterward

**4.0 Handling Blood or Bodily Fluids**

- 4.1 Treat all blood/bodily fluids as potentially hazardous.
  - Cover any open sores with waterproof dressings
  - Wear disposable gloves when handling blood/bodily fluids
  - Wash hands with soap and water immediately after removing gloves
  - Each day, a fresh water preparation diluted 1:10 with bleach must be on hand to disinfect surfaces soiled with blood/bodily fluids
  - Rinse mops after use in bleach diluted 1:10 with water
  - Use disposable towels, tissues and napkins. Line all waste receptacles with plastic bags
  - Wear structural gloves when cleaning up broken glass
  - Take precautions to prevent needle stick injuries
  - Avoid contact with your skin when removing soiled gloves

- Include disposable CPR mouth-to-mouth face shield and barrier device and airway equipment and resuscitation bags as part of all first aid supplies
- Use any available material to make a barrier between your skin and the fluid if gloves are not available

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Procedural  
Guideline

### ***School Emergency Evacuation / Civil Emergency Evacuation / School Closures***

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*Board Approved: June 24, 2008*

*Implemented: June 24, 2008*

*Review Prior to: December 2013*

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The purpose of this procedural guideline is to provide a plan of action for a coordinated response to school administrators, and other staff as appropriate, regarding dangerous and/or exceptional circumstances which require immediate evacuation of schools, and regarding situations which may lead to unscheduled school closures.

#### **Rationale**

*Emergency School Evacuation:* Reasons for an immediate evacuation of a school involve present risk to the health and safety of students and staff. These reasons include, but are not limited to: fire, explosion, chemical accident, noxious odor, and civil (community) evacuation. Once the evacuation is accomplished, the school closing procedures will be activated if the school is to remain empty.

*Civil Emergency Evacuation:* Reasons for a civil emergency evacuation of a school involve present risk to the health and safety of students and staff as designated by civil authorities of a municipality and may include, but are not limited to fire explosion, chemical accident, noxious odor and flood events.

*School Closings (other than, or subsequent to Emergency Evacuation):* Reasons for closing a school for the day, or longer, may include, but are not limited to: the continuation of emergency school evacuation, the continuation of a civil (community) evacuation, heating plant failures, water outages, bomb threats, severe weather.

#### **1.0 Responsibility in an Emergency School Evacuation**

- 1.1 In all cases, the school administrator's first responsibility will be for the safety and security of the students and staff in the school.
- 1.2 The school administrator, or designate, is responsible for evacuating the school in an emergency situation, contacting emergency services, and advising senior officials at the board office immediately.
- 1.3 The Head Custodian is responsible for immediately informing the school administrator of a plant situation which could lead to an emergency evacuation or school closing.
- 1.4 The decision to close a school is made by the school administrator in consultation with senior board officials and the Transportation Officer.
- 1.5 The decision to close a group of schools because of conditions affecting most or all of the schools in the Board's jurisdiction will be made by senior board officials in consultation with the school administrators in the affected area and the Transportation Officer.

- 1.6 The decision to close all schools Board-wide because of conditions affecting most or all of the schools in the Board's jurisdiction will be made by the Director of Education, or designate, after consultation with the appropriate staff.
- 1.7 When a decision to close a school or schools is made, the Director of Education or Board Chairperson will contact the media.
- 1.8 The Director's office will issue a public statement about unscheduled school closings, to the media as soon as possible after the decision is made to close a school or schools.
- 1.9 Parents are responsible for making alternative care arrangements for their children in emergencies and for ensuring that the school and the child are informed of such arrangements.
- 1.10 The principal or designate will establish a school communication network system which may include a telephone tree, electronic distribution, etc.
- 1.11 Each school administrator will establish a School Emergency Procedure Plan (Appendix A).
- 1.12 The Director of Education, or designate, will inform the Board Chair and trustees of emergency school evacuation(s)/school closing(s).

## **2.0 Notification**

- 2.1 When it is necessary for individual schools to remain closed before the regular day begins, the school administrator will:
  - a) notify senior board officials;
  - b) notify transportation carriers;
  - c) notify media.
- 2.2 When it is necessary to evacuate a school, the school administrator will:
  - a) make the decision to evacuate;
  - b) advise appropriate emergency services;
  - c) notify senior board officials;
  - d) implement School Emergency Procedure Plan.
- 2.3 When it is necessary for individual schools to be closed early, the school administrator will:
  - a) notify senior board officials;
  - b) make the decision to dismiss students early;
  - c) notify transportation carriers;
  - d) notify the media;
  - e) implement School Emergency Procedure Plan (Appendix A).
- 2.4 When it is necessary for a group of schools to be closed early, the senior board officials will:
  - a) consult with school administrators of the schools affected;
  - b) make the decision to dismiss students early;
  - c) consult with the board's Transportation Officer;
  - d) inform the media.



- 2.5 When it is necessary for all schools to be closed early, the Director of Education, or designate, will:
- a) make the decision to dismiss students early in consultation with appropriate staff;
  - b) direct school administrators to implement their school's School Emergency Procedure Plan;
  - c) advise all managers through an established network system.
  - d) inform the media.

### **3.0 Responsibility in a Civil Emergency / Evacuation**

The principal shall review their community's municipal Civil Emergency/ Evacuation Plan yearly, ensuring that the plan has clear lines of communication between the community and the school, and that a liaison person with the municipality has been established.

In the event of a Civil Emergency / Evacuation, the following procedures are to apply:

- 3.1 When advised by local authorities, the principal or designate shall proceed to evacuate the school to the assembly points that are designated by Civil Emergency /Evacuation Plan as developed by the local municipal office.
- 3.2 Designated staff shall bring the Epi-pens for those students who may have these items housed in the school.
- 3.3 Staff shall bring the Safe Arrivals Binder with them during an evacuation.
- 3.4 Teachers will accompany their students and remain with them at all times during the emergency.
- 3.5 Teachers will check themselves and their students in at the assembly point.
- 3.6 Teachers are in charge of their students until formally relieved by their principal or designate or someone else in authority.
- 3.7 The principal or designate will advise the Director or designate at the earliest convenient time.
- 3.8 The principal or designate will remain in contact with the Civil Emergency/Evacuation Administrator.

### **4.0 School Emergency Procedure Plan**

- 4.1 Each school will develop a School Emergency Procedure Plan which will ensure that each student has a safe place to go, and that the place is accessible at the time of closure. All efforts will be made to notify parents.
  - a) Each school administrator will update the school plan on an annual basis by September 30 and communicate it to parents early in the school year.
  - b) Plans may include a telephone network for kindergarten to grade 6, and may indicate an alternate site in the case of evacuation.
  - c) Each elementary school may practice emergency school evacuation/closing procedures in September of each year, and make adjustments to the plan as necessary.

- d) Students in grade 6 and under may only be dismissed if a parent/guardian/caregiver has been contacted on an individual basis to ensure that a responsible adult will be available to care for them.
- e) Contact with parents/guardians/caregivers for students in grade 7 and above in the event of emergency school closing is at the discretion of the school administrator, who shall give consideration to special needs students. The guideline for this contact will form part of the school's School Emergency Procedure Plan.
- f) Special arrangements shall be made for students and parents with whom communication is difficult. These arrangements shall be included in the School Emergency Procedure Plan.

4.2 In the event of an emergency evacuation or school closing, the school administrator and staff are responsible for supervising all kindergarten to grade 6 and special needs students until the end of the regularly-scheduled school day or until arrangements for the supervision of students have been made in accordance with the School Emergency Procedure Plan.

References:

Policy 532 – Bomb Threats

Policy 533 – Inclement Weather

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Procedural  
Guideline

## School Lock-Down

---

Board Approved: June 24, 2008

Implemented: June 24, 2008

Review Prior to: December 2013

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### LOCK-DOWN PROCEDURES

The principal or designate of each school is responsible for establishing and maintaining the safety of students and staff. Various emergency situation such as an intruder, hostage taking or armed individual on school property may require lock down procedures.

The principal or designate must ensure that Lock-Down Procedures are included in the School's Emergency Procedures Plan and that these procedures are communicated to staff twice in each school year.

There are two levels of lock down that may used; one to secure the building and another to secure all rooms in a school/building (i.e. classrooms, gymnasiums etc.).

#### 1.0 Initiating a Lock Down

- 1.1 Level One: In the event of a situation where students, teachers and staff must remain in their schools, the principal or designate will notify police and make the following announcement on the Public Address System:

**“This is a level one lock-down. Please follow building lock-down procedures.”**

- 1.1.1 In the event of a Level One Lock Down, principal or designate will:
- a) Close and lock all exterior doors to the building.

- 1.2 Level Two: In the event of a situation where students and teachers must remain in their classrooms with doors locked, the principal or designate will notify police and make the following announcement on the Public Address System:

**“This is a lock-down. Please follow lock-down procedures.”**

- 1.2.1 In the event of a Level Two Lock Down, staff will:
- a) Close and lock classroom doors (computer lab, gymnasium, lunchroom, Resource Centre);
  - b) Close blinds;
  - c) Move students to an area of the classroom away from the door;
  - d) Remain calm;
  - e) If possible, office staff will check washrooms and clear hallways of students;
  - f) Office area will be locked and secured.

## **2.0 Conclusion of a Lock-Down**

- 2.1 When the situation is under control, and a safe environment has been restored, the principal or designate will make the following announcement on the Public Address System:

**“The lock-down procedure is over. Please resume normal classes.”**

## **3.0 Lock-Down Drills**

- 3.1 A Lock-Down Procedure Drill must be completed in each school during the fall and the spring in each school year.

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Procedural  
Guideline

### Wild Animals on School Property

---

Board Approved: June 24, 2008

Implemented: June 24, 2008

Review Prior to: December 2013

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#### ***Rationale***

Wild animals are another concern on school property and are not to be approached by staff or students. Schools will notify the appropriate authorities in their communities (local police, OPP, by-law enforcement) to deal with problem wild animals.

#### **1.0 Wild Animal Sightings IN School Vicinity**

- 1.1 If the authorities, a parent or community member notifies the school that a wild animal has been sighted in the vicinity of the school:
  - a) The school secretary will phone the proper authorities to obtain accurate information and advice regarding the sighting;
  - b) If the sighting was a bear, contact the Bear Reporting Line at **1-866-514-BEAR (2327)**;
  - c) In an immediate emergency, **call 911**.
- 1.2 The principal will:
  - a) inform all students and staff about the sighting;
  - b) if sighting is near the lunch hour or dismissal, all elementary school walkers will not be permitted to walk home until the area is deemed safe by the principal;
  - c) notify parents/guardians as may be necessary by telephone of the walkers who will need to be picked up from the school;
  - d) ensure that all bus students have safely boarded buses before they depart the school grounds.

#### **2.0 Wild Animal Sightings ON School Property**

- 2.1 If a wild animal is near or on the school grounds while students are outside at recess or lunch hour, supervisors on duty will quickly vacate the playground area all students and staff will go to a designated area (i.e., students' classroom).
- 2.2 The principal or designate will arrange for attendance to be taken promptly.
- 2.3 Proper authorities will be immediately contacted by the secretary or principal.
- 2.4 The principal will:
  - a) Each school year in September and April, notify staff and students of entry and dismissal procedure in the event of a bear sighting;
  - b) Promote wild animal safety programs in the school.

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

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*Section*                      SCHOOLS AND STUDENTS

*Policy Name*              EMERGENCY PROCEDURES

518

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*Board Approved: August 10, 1999*  
*June 24, 2008*

*Reviewed: May 26, 2008*

*Review Prior To: December 2013*

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### ***POLICY***

The Principal of each school, under the authority of Superior-Greenstone District School Board is responsible for completing and maintaining a School Emergency Procedures Plan template for their school, which will take into account possible emergency needs and situations which may arise.

Such situations shall include, but are not limited to:

- 1.0 Anaphylactic Shock and Epi Pen Usage
- 2.0 Transportation Failures or Delays
- 3.0 Bomb Threats
- 4.0 Inclement Weather
- 5.0 Boil Water Advisory
- 6.0 Administration of First Aid
- 7.0 Fire Alarm and Fire Drill Procedures
- 8.0 Tragic Events
- 9.0 Suicide Protocol

### ***PROCEDURE***

- 1.0 The Principal of each school will ensure that the template contains completed up-to-date information relevant to their site.
- 2.0 A copy of the Plan will be available in the school office, staff room, gymnasium storage room or office, the Head Custodian's office and the cafeteria.
- 3.0 The Plan will be reviewed with staff twice yearly.
- 4.0 A copy of the Plan will be forwarded electronically each September to the Director of Education, or designate.

References	
Policy and Management Guideline 301 – Student Transportation	Bus Disaster Protocol
Policy 524 – Anaphylaxis	Procedural Guidelines including:
Anaphylaxis Procedures Handbook	Dealing with Suicide Handbook
Companion to Anaphylaxis Procedures Handbook	Hostile and Violent Incidents
Policy 530 - Administration of First Aid	Medical Preparedness and First Aid
Policy 531 – Fire Alarm and Fire Drill Procedures	School Emergency / Civil Emergency Evacuation /
Policy 532 – Bomb Threats	School Closure
	School Lockdown

Policy 533 – Inclement Weather Policy 534 – Boil Water Advisory	Tragic Events Handbook Wild Animals on School Property
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# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section                      SCHOOLS AND STUDENTS

Policy Name                SAFE SCHOOLS CODE OF CONDUCT  
                                 Management Guideline Applies

520

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Board Approved: January 20, 2003  
                         June 24, 2008

Reviewed: May 26, 2008

Review Prior To: December 2013

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## **RATIONALE**

A school ***should be*** a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. ***A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.*** All students, parents, teachers, and staff ***members*** have the right to be safe, and ***to*** feel safe, in their school community. With this right comes the responsibility ***to contribute to a positive school climate.*** ***The promotion of strategies and initiatives such as Student Success and Character Development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.***

## **POLICY**

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Each school will develop a school code of conduct which:

- ***Promotes*** responsible citizenship ***by encouraging appropriate*** participation in the civic life of the school community.
- Maintains an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Encourages the use of non-violent means to resolve conflict.
- ***Promotes the safety of people in the schools.***
- ***Discourages the use of alcohol and illegal drugs.***

## **STANDARDS OF BEHAVIOUR**

All members of the school community ***must:***

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;



- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

## **SAFETY**

All members of the school community ***must not***:

- be in possession of any weapon, including firearms;
- cause injury to any person with an object;
- use any object to threaten or intimidate another person;
- be in possession of, or under the influence of, or provide others with, alcohol or illegal or restricted drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal or restricted drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit and act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### **References**

The Education Act; The Child and Family Services Act; The Trespass 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	535 - Progressive Discipline and School Safety	

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

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	BULLY PREVENTION AND INTERVENTION STRATEGIES <i>Management Guideline Applies</i>		525
<i>Board Approved:</i>	<i>June 21, 2005</i> <i>June 24, 2008</i>	<i>Reviewed:</i> <i>March 25, 2008</i> <i>May 26, 2008</i>	<i>Review Prior To: December 2013</i>

### ***RATIONALE***

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment. Bullying adversely affects the school climate. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement for all students.

Teaching strategies that focus on the development of a positive school climate and healthy relationships will be a key component of the Superior-Greenstone District School Board's Bullying Prevention and Intervention Policy.

### ***POLICY***

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying has a negative impact on the school climate.

### ***DEFINITION***

- 1.0 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.
- 2.0 A positive school climate exists when all members of the school community safe and accepted. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members.
- 3.0 School Level Plans:  
The principal of each school shall develop and implement a whole School Anti-Bullying Action Plan to address bullying as part of their School Improvement Plan. The School Anti-Bullying Action Plan shall be communicated yearly to all members of the school community. Components of these plans must include the following:
  - the definition of *bullying*
  - analysis of the school climate survey
  - prevention strategies
  - intervention strategies
  - procedures to allow students to report bullying incidences safely
  - training strategies for members of the school community
  - communication and outreach strategies
  - monitoring and review processes

#### 4.0 Safe Schools Teams:

Each school must have a Safe School Team that is composed of at least one student (where appropriate, one parents, one teacher, one support member, one community partner and the principal). The team must have a staff chair. An existing school committee can assume this role.

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

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*Section* MISCELLANEOUS

*Policy Name* PUPIL ACCOMMODATION

905

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*Board Approved: February 20, 2001*

*March 20, 2007*

*January 22, 2008*

*June 23, 2008*

*Revised:*

*March 20, 2007*

*January 22, 2008*

*May 26, 2008*

*Review Prior To: December 2013*

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## **1.0 Pupil Accommodation Review and Facility Organization Procedures**

### **1.1 Purpose**

The pupil accommodation review and facility organizational procedures have been developed to provide the framework for school organizational plans, boundary adjustments, to conduct pupil accommodation reviews for schools or groups of schools within the context of fiscal accountability and support for student learning.

### **1.2 Definitions**

For purposes of these procedures the following definitions will apply:

- 1.2.1 *Accommodation Review Area:* the one or more educational facilities and/or schools which are identified for study, by geographic proximity, major physical and arterial divisions or type and/or organization.
- 1.2.2 *Associations:* local school associations including School Councils, Home and School and Parent Teacher Associations.
- 1.2.3 *Community:* the school attendance area(s) of the school(s) under review by the Accommodation Review Committee.
- 1.2.4 The Superintendent of Education appointed to organize agendas, meetings, and to ensure that resource personnel are advised and requested to attend.
- 1.2.5 *Full-Time Equivalent:* the sum of all part-time and full-time students as defined by the Ministry of Education and Training.
- 1.2.6 *Operating Costs – School Operations and Maintenance:* all expenditures related to the daily operation of instructional buildings and sites, such as custodial services, food services, security services, building systems, building and ground maintenance, utilities and property, and related liability insurance; includes all expenditures related to the periodic work performed to maintain instructional buildings and sites in a good state of repair.
- 1.2.7 *Operating Costs – School Program:* all salary, supply and services, and operational costs related to school administration, clerical and custodial support, and the day-to-day operation of the school.
- 1.2.8 *School:* a prescribed number of classes functioning as an educational unit.
- 1.2.9 *School Valuation Framework:* the set of considerations and factors outlined in Appendix A used by an Accommodation Review Committee to assess the value of a school being considered in the Accommodation Review

process and such other factors determined at the commencement of the Accommodation Review circumstances and priorities of the schools being considered in determining the value of a school.

### **1.3 Introduction**

- 1.3.1 The primary goal of these procedures is to ensure that any recommendation concerning pupil accommodation is based upon a process which assesses the value of schools. The Board recognizes the need to utilize public facilities to their greatest potential while exercising fiscal responsibility.
- 1.3.2 The Board also recognizes economic constraints related to the operation of its schools require the Trustees to examine the feasibility of modifying facilities, the construction of new facilities, altering attendance boundaries, the use of time, alternate calendar schedules, and the continuing operation of very small schools with large areas of vacant space.
- 1.3.3 In addition, the Board affirms that these procedures comply with the Ministry direction on grants for school operation and new pupil places. These procedures reflect the policies of the Ministry of Education related to Pupil Accommodation Review Guidelines (Education Act paragraph 8 (1) 26 and Regulations).

## **2.0 Pupil Accommodation Reviews**

### **2.1 Purpose**

- 2.1.1 The Board may from time to time need to undertake a public review of its facilities and the learning opportunities for students.
- 2.1.2 In order to facilitate these public reviews the Board may undertake this through the establishment of an Accommodation Review Committee.

### **2.2 Procedure for Establishment of an Accommodation Review Committee**

- 2.2.1 In order for the Board to provide for quality educational programs it may be necessary to undertake an Accommodation Review to ensure that students have access to facilities which meet their educational needs.
  - a) An Accommodation Review Committee may be considered if one or a combination of the following criteria apply to a potential Accommodation Review Area when:
    - i) the potential exists within the Accommodation Review Area to accommodate the resident students in fewer educational facilities based on the capacities of the schools within the defined Accommodation Review Area.
    - ii) the operating costs of one or more schools negatively impacts on the Board's ability to operate all its schools within the grants available for school operation.

- iii) the general state of repair of one or more of the educational facilities (i.e. mechanical condition, fire safety, general standards) requires immediate attention.
- b) The Board shall, in establishing any Accommodation Review Committee, determine the rationale for the study and shall refer the rationale to the Accommodation Review Committee.
- c) The Superintendent of Education shall ensure that the School Councils, Associations and groups affected, as well as the general public, are informed, so that the representatives can be appointed, and shall call the first meeting of the Accommodation Review Committee.

#### 2.2.2 Aims of Accommodation Review Committee

- a) An Accommodation Review Committee is established to review information affecting the future of the Accommodation Review Area and to identify needs related to the specific school(s) and the students. The Accommodation Review Committee shall consider appropriate alternatives on such matters as program changes, repairs to the educational facility, additions to facilities, and the closure of a school(s) where appropriate.
- b) The Accommodation Review Committee shall provide the focus for liaison and communication among the community, parents and the Board. The Accommodation Review Committee shall provide a means for the collection and distribution of input information and community feedback on options for accommodating students who would be affected by a school closure prior to making its recommendation to the Board Administrative Staff.
- c) An Accommodation Review Committee provides an opportunity for parents, educators, Board Officials, business and municipal leaders, and trustees to assess a school's ability to provide an effective opportunity for students to attain their fullest potential at a cost which is reasonably consistent within the system.
- d) In order to identify needs of all students in the Accommodation and Review Area, the Accommodation Review Committee shall objectively and fairly review with respect to each school in the Accommodation Review Area and report on:
  - i) the value of each school using the customized School Valuation Framework in a School Valuation Report.
  - ii) what changes are recommended to be made to a school(s) including whether it (they) should be closed.
  - iii) alternate accommodation plans for the students of the school(s) including:
    - a) where the students would be accommodated;
    - b) what changes to existing facilities may be required in order to implement the recommended changes;

- c) what programs would be available to students;
- d) transportation proposals.

### **2.2.3 Membership for an Accommodation Review Committee**

- a) The following members are:
  - i) One parent representative from the School Council from each school.
  - ii) One citizen from each school attendance area considered in the Pupil Accommodation Review, appointed by each school community at meetings called by the Principal of each school for that purpose.
  - iii) One Trustee who will serve as the Review Chair appointed by the Board.
  - iv) One business representative from each municipality having a connection with the Accommodation Review Area.
  - v) One municipal leader from each municipality having a connection with the Accommodation Review Area.
- b) The following are considered to be support available of the Accommodation Review Committee:
  - i) Superintendent of Business.
  - ii) Superintendent of Education.
  - iii) School Principal(s) of the affected area(s).

### **2.2.4 Rules of Procedure for an Area Accommodation Review Committee**

- a) The rules of procedure for committees as set down in the By-Laws of the Board shall apply.
- b) Required office and secretarial assistance shall be supplied to the Accommodation Review Committee by the board office.
- c) All meetings shall be open to the public. The terms of reference of the Accommodation Review Committee shall exclude personnel, property and legal matters.
- d) The first meeting of the Accommodation Review Committee shall be an orientation meeting for the purpose of explaining the aims and objectives of the Accommodation Review Committee to ensure that effective communication will occur during the life of the Committee. The Superintendent of Education will carry out this function. The Accommodation Review Committee will be supplied with appropriate information including related policies and procedures.

- e) At the first meeting of the Accommodation Review Committee the Accommodation Review Committee shall fix the time lines for the Pupil Accommodation Review process, including:
  - i) the Accommodation Review Committee shall set dates for the first public consultation meeting which shall occur no earlier than 60 days subsequent to the first meeting of the Accommodation Review Committee.
  - ii) the Accommodation Review Committee shall also set dates for at least 3 further public consultation meetings subsequent to the first public consultation meeting such that at least 90 days elapses between the first public consultation meeting and the last public consultation meeting.
- f) Between its first meeting and the first public consultation meeting, the Accommodation Review Committee shall review, if necessary, the Framework and customize the criteria.
- g) During the public consultation meetings the Accommodation Review Committee shall seek input and community feedback to assist it in determining:
  - i) the value of each school to the students, community, the Board and the local economy; and
  - ii) options for accommodating students who would be affected by a school closure.
- h) The Accommodation Review Committee will prepare valuation reports for each of the schools under review reflecting their current status and for each of the schools which would continue in service, should the proposed changes be implemented by the Board. (i.e., The Accommodation Review Committee will be able to consider the impact on pupils of implementing the changes proposed).
- i) Within 30 days of completing a School Valuation Report for each school reviewed and a final report incorporating the findings of each School Valuation Report, the Accommodation Review Committee shall hold a public meeting where it will share its findings. The Accommodation Review Committee shall consider any public input from the meeting and may make changes to its School Valuation Report(s).
- j) Once the Accommodation Review Committee has finalized its School Valuation Report(s), it shall submit the report(s) and recommendations to the School Board Administration.
- k) Upon receipt of the School Valuation Report(s) and the recommendations, the Board Administration shall review and analyze the School Valuation Report(s) and recommendations. The Board Administration shall present the findings and recommendations of the School Valuation Report(s) along with its proposals and recommendations to the Trustees at a meeting of the Board.
- l) The Board shall consider final recommendations and shall give 60 days notice of its intentions to vote upon the final recommendations.



- m) If part of the Board's resolution is to close a particular school or schools, the Board must outline clear time lines as to when the closing of the school(s) will take place.
- n) After the Accommodation Review Committee's final report has been received and acted upon by the Board, the Accommodation Review Committee shall be informed as soon as possible in writing of the action approved by the Board.
- o) The Accommodation Review Committee shall not be discharged by the Board until the Report has been received by the Board.
- p) School holidays, including summer vacation, Christmas break and Spring break, shall not be included in calculating the time requirements set out in subsections 2.2.4 (f) and 2.2.4 (l).
- q) All information to be made available to the public pursuant to the Pupil Accommodation Review process shall be posted on the Board's website, which information shall include:
  - i) notice that a Pupil Accommodation Review process shall take place and outline the Accommodation Review Area to be considered.
  - ii) notice of Accommodation Review Committee member selection.
  - iii) notice of meeting dates and locations and information to be used at meetings.
  - iv) minutes of all meetings.
  - v) answers to unanswered questions which arose at public meetings.
  - vi) school valuation reports and recommendations of the Accommodation Review Committee.
  - vii) Board Administration proposals and recommendations.
  - viii) Board resolutions.
  - ix) Timelines for school(s) closure(s).

The above information shall be made available in print upon request.

- r) Meeting locations shall be determined by the Accommodation Review Committee at its first meeting and shall be located at a school or schools in the Accommodation Review Area or such other facility as necessary to ensure physical accessibility.
- s) Notices of all meetings shall be given by way of:
  - i) posting on the Board website.
  - ii) through handouts to students to be taken home to parents.

- iii) such other methods of notification, including advertising in the local media as the Accommodation Review Committee deems necessary to ensure the receipt of input from the school community, and local community as a whole.
- t) Minutes of all meetings held during the Pupil Accommodation Review process shall be posted on the Board's website and made publicly available on the said website.
- u) Unanswered questions from the public meetings shall be answered as soon as possible by Board Administration staff and posted on the Board's website.

## **2.3 Community Liaison and Orientation Subsequent to a School Closure**

- 2.3.1 It is essential that close liaison occur between communities in the event that a school is closed by the Board. The Accommodation Review Committee together with the Principal shall provide the organizing focus for this communication.
- 2.3.2 Principals shall carry out orientation and shall assist the Accommodation Review Committee in the following ways by ensuring that:
  - i) full information is provided on the educational program in the receiving school, including accommodation patterns, extracurricular programs, staffing patterns and any other factors affecting the education of the children.
  - ii) open house or orientation programs are provided for pupils and parents from the closed school; and
  - iii) efforts are made to integrate any School Council, Home and School and/or Parents' Association.

## SCHOOL VALUATION FRAMEWORK

1. In order to determine the value of an individual school in the Accommodation Review Process, the Accommodation Review Committee shall assess the value of a school in the Accommodation Review Area using the following considerations and factors set out as follows:

### a) Value to the Student

- Quality education in a safe environment
- Familiar and comfortable surroundings
- Small schools are the hub of the community
- Welcoming environment that invites and encourages Parental Involvement
- Range of courses or program offerings
- Range of extracurricular activities and extent of student participation
- Adequacy of the school's physical space to support student learning
- Adequacy of the school's grounds for healthy physical activity and extracurricular activities
- Accessibility of the school for students with disabilities
- Proximity of the school to students/length of bus ride to school

### b) Value to the School Board

- Student outcomes at the school
- Range of program or course offerings
- Availability of specialized programs/professional employees with specialized qualifications
- Condition and location of the school
- Value of the school if it is the only school in the community
- Investigate value of **balanced** multi-use facilities / formation of partnerships (examples)
  - Daycare spaces
  - Contact North
  - Satellite college offices
  - Availability of surplus space in adjacent schools
  - Cost to upgrade the facility so that it can meet student learning objectives
- Fiscal and operation factors (examples)
  - Enrolment vs. available space
  - Grant monies
  - Cost to operate the school
  - Cost of transportation
  - Availability of surplus space in adjacent schools
  - Cost to upgrade the facility so that it can meet student learning objectives
  - Generate revenue through rental space (other than non-profit groups)

### c) Value to the Community

- Facility for community use (examples)
  - Sporting events, community meetings, entertainment series
  - Extraordinary events (evacuation / pandemic sites)
  - Sense of community/ownership by the community at large
  - Encourages investment in the community
- Range of program offerings at the school that serve both students and community members

- School grounds as green space and/or available for recreational use
- School as a partner in other government initiatives in the community
- Value of the school if it is the only school in the community

**d) Value to the Local Economy**

- School as a local employer
- Availability of co-operative education
- Availability of training opportunities or partnerships with business
- Attracts or retains families in the community
- Value of the school if it is the only school in the community
- Proximity of the school to students/length of bus ride to school

2. The Accommodation Review Committee may introduce other factors into the School Valuation Framework considerations to reflect the local circumstances and priorities of the schools in the Accommodation Review Area being reviewed in order to assess the value of a school. The additional factors shall be determined by the Accommodation Review Committee prior to the commencement of the evaluation of the schools in the Accommodation Review Area.

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

<i>Section</i>	SCHOOLS & STUDENTS		
<i>Management Guideline</i>	SCHOLARSHIP AND TRUST FUND PROCEDURES		
<i>Applicable Policy</i>	SCHOLARSHIPS AND TRUST FUNDS		
<i>Board Approved:</i>	April 13, 1999 June 24, 2008	<i>Reviewed:</i> May 2, 2000 Reviewed: December. 6, 2005 Reviewed: May 26, 2008	<i>Review Prior to:</i> December 2013

<b>1.0</b>	<b>A. J. Currie Bursary</b> <i>(Nipigon-Red Rock District High School)</i>	Appendix A
<b>2.0</b>	<b>Arnold Enders Honour Roll Bursary</b> <i>(Beardmore Public School)</i>	Appendix B
<b>3.0</b>	<b>Arnold Enders Honour Roll Bursary</b> <i>(B.A. Parker Public School)</i>	Appendix C
<b>4.0</b>	<b>Arrive in 85 Bursary Award</b> <i>(Geraldton Composite High School)</i>	Appendix D
<b>5.0</b>	<b>Caribou Artisan Fine Craft Centre Trust</b> <i>(Lake Superior High School)</i>	Appendix E
<b>6.0</b>	<b>Dr. R. E. Laine Scholarship</b> <i>(Geraldton Composite High School)</i>	Appendix F
<b>7.0</b>	<b>Geraldton Scholarship Trust Fund</b> <i>(Geraldton Composite High School)</i>	Appendix G
<b>8.0</b>	<b>Hargraft Trust Fund</b> <i>(Manitouwadge High School)</i>	Appendix H
<b>9.0</b>	<b>Henri Major Trust Fund</b> <i>(Marathon High School)</i>	Appendix I
<b>10.0</b>	<b>Longlac Scholarship Trust Fund</b> <i>(Geraldton Composite High School)</i>	Appendix J
<b>11.0</b>	<b>Ludwika Coljak Scholarship</b> <i>(Geraldton Composite High School)</i>	Appendix K
<b>12.0</b>	<b>Stephen Peet Memorial Scholarship</b> <i>(Geraldton Composite High School)</i>	Appendix L
<b>13.0</b>	<b>Superior-Greenstone District School Board Bursary</b> <i>(Nipigon-Red Rock District High School)</i>	Appendix M
<b>14.0</b>	<b>Treena L. Wlasy Memorial Scholarship</b> <i>(Geraldton Composite High School)</i>	Appendix N

**A. J. CURRIE BURSARY (*Nipigon-Red Rock District High School*)**

This award is provided annually by Superior-Greenstone District School Board to a graduate of Nipigon-Red Rock District High School who is proceeding to further studies in business, accounting or related fields.

**Administration**

1. One award shall be made annually to a graduate of Nipigon-Red Rock District High School.  
The amount of the award is \$500.00
2. The award shall be made on the recommendation of the school's Selection Committee.
3. The Guidance Department shall notify the Board Office of the recipient as soon after graduation as possible.
4. Payment of the award shall be made after proof of registration in the second semester of the program has been forwarded to the Manager of Accounting Services from the Registrar.

**ARNOLD ENDERS HONOR ROLL BURSARY (*Beardmore Public School*)**

This fund is capital set up in trust for Grade 8 Honour Roll graduates of Beardmore Public School. The following conditions apply:

1. The bursary is to be divided equally among the Grade 8 Honour Roll graduates of Beardmore Public School (i.e., any Beardmore Public School student who obtains an overall average of 75% or more for that school year).
2. The annual interest earned on the principal investment (\$10,000) shall constitute the amount of the bursary for that year.
3. In the event that there are no bursary winners, then the interest earned in that year will be added to the principal to be invested.

**Administration**

1. The senior grade teachers at Beardmore Public School shall constitute the Selection Committee for the award and determine the recipients of the award.
2. The Selection Committee shall provide a listing of recipients to the Manager of Accounting Services as soon as possible.
3. The Board Office shall produce cheques for distribution at the graduation ceremony.

**ARNOLD ENDERS HONOR ROLL BURSARY (*B. A. Parker Public School*)**

This fund is capital set up in trust for Grade 8 Honour Roll graduates of B. A. Parker Public School. The following conditions apply:

1. The bursary is to be divided equally among the Grade 8 Honour Roll graduates of B. A. Parker Public School (i.e., any B. A. Parker Public School student who obtains an overall average of 80% or more for that school year).
2. The annual interest earned on the principal investment (\$10,000) shall constitute the amount of the bursary for that year.
3. In the event that there are no bursary winners, then the interest earned in that year will be added to the principal to be invested.

**Administration**

1. The senior grade teachers at B. A. Parker Public School shall constitute the Selection Committee for the award and determine the recipients of the award.
2. The Selection Committee shall provide a listing of recipients to the Manager of Accounting Services as soon as possible.
3. The Board Office shall produce cheques for distribution at the graduation ceremony.



**ARRIVE IN 85 BURSARY AWARD (*Geraldton Composite High School*)**

This fund is capital set up in trust for graduates of Geraldton Composite High School. The following conditions apply:

1. This bursary shall be awarded to a financially needy student who has chosen to advance to an institution of higher learning such as a community college or university.
2. His/her peers on the Geraldton Composite High School Student Council shall select the recipient.
3. The selection criteria shall include leadership abilities and is not necessarily based on academic achievement.
4. The principal shall remain intact and only the interest shall be awarded. The maximum amount of the award shall be \$300.00 annually unless the principal accumulates to allow a bursary of \$350.00 or \$400.00.

**Administration**

1. The award will be made available annually to graduates of Geraldton Composite High School.
2. The Guidance Department of the high school shall notify the Board Office of the recipient as soon after graduation as possible.
3. Payment of the award shall be made in two instalments. The first shall be paid after proof of registration has been forwarded to the Manager of Accounting Services and the second shall be paid at the beginning of the second semester.

**CARIBOU ARTISAN FINE CRAFT CENTRE AWARD (*Lake Superior High School*)**

This award is provided annually to a graduate of Lake Superior High School. The following conditions apply:

1. One award shall be made annually to a graduate of Lake Superior High School who is proceeding to post-secondary education as a full-time student in an Art related field. If no student is entering this field, then the bursary will go to the most deserving student who has taken at least 2 Art courses in high school. If a deserving student is not found in a particular year, the award for that year shall be withheld.
2. The annual award shall be \$500 until the fund is depleted.

**Administration**

1. Interested students must complete the Caribou Artisan Centre Award application.
2. The award shall be made on the recommendation of the school's Selection Committee.
3. The Guidance Department shall forward the name of the recipient and the amount of the award to the Manager of Accounting Services.
4. Payment of the award shall be made after proof of registration in the first semester of an accredited post-secondary educational institution has been forwarded to the Manager of Accounting Services from the Registrar.

**DR. R.E. LAINE SCHOLARSHIP (*Geraldton Composite High School*)**

The fund is capital set up in trust for a graduate of post-secondary who is continuing on to be a doctor.

**Administration**

1. The amount of the award is to be determined by Dr. Laine.

**GERALDTON SCHOLARSHIP TRUST FUND (*Geraldton Composite High School*)**

The name of the fund will be the Superior-Greenstone District School Board Geraldton Scholarship Trust Fund.

Funds for the trust shall be solicited and received from individuals, businesses and industry.

Monies received shall be used strictly for the purpose of awarding of scholarships, bursaries and student awards to deserving students in the field of school achievements.

All donations must be made at arm's length. For example, a parent or business cannot donate funds for their child or the criteria cannot be so specific as to only benefit one specific student.

**Administration**

1. The Geraldton Scholarship Trust Fund will be administered by the elected trustees of the Superior-Greenstone District School Board. The Selection Committee will be composed of up to two members of School Council; the two local trustees, if available; one representative from the Geraldton Composite High School Student Services Department; no more than two representatives from the teaching staff of Geraldton Composite High School and the Principal or the Vice Principal.
2. All cash and cheques donated by individuals, organizations, or businesses shall be turned into the Board Office for deposit in a special trust fund account and a letter of acknowledgement mailed to the donor.
3. The Superintendent will act as administrator of the fund and shall issue, on behalf of the Scholarship Trust Fund, official receipts for all monies received.
4. As soon as possible, prior to commencement, the Selection Committee shall present the Board Office with a detailed list of student awards for whom cheques are requested which shows the following information:
  - a) Name of recipient and telephone number;
  - b) Name and amount of award;
  - c) Name of donor.
5. The Board Office shall prepare cheques as per the list submitted by the Selection Committee and in accordance with the terms of the award.
6. Where an award is given contingent upon "going on to post-secondary education" then this means that the student will receive the money provided that he or she registers in post-secondary education no later than fourteen (14) months after graduation and sends proof of registration and S.I.N. to the Superior-Greenstone District School Board Scholarship Administrator.
7. Where a graduate has deferred his/her access to the scholarship/bursary process because he/she had indicated his/her return within the following academic year in order to take additional Grade 12 credits, and where that student withdraws from school prior to completing those credits, then he/she will be eligible to compete for scholarships and

bursaries in that academic year only provided that he/she applies to a post-secondary institution, and only provided that he/she meets the guidelines outlined above in this policy.

8. In the event of the dissolution of the fund, any assets remaining will be distributed to one or more charitable organization in Canada as designated by the Board.

### **Role of the Selection Committee**

1. The primary concern of the Committee is that deserving students receive recognition of merit and /or financial assistance to continue their education.
2. The committee shall accept awards for processing and make awards on the following conditions:
  - a) That a high academic standing be achieved by the recipient;
  - b) That recognition of merit or financial assistance to continue their education is within one or more subjects;
  - c) That bursaries make financial need of the recipient a requirement;
  - d) That the Selection Committee may make recommendations to the donors who insist on selecting the recipient only on the conditions of (a), (b), or (c) above.

### **Criteria for Awarding Scholarships, Bursaries and Awards**

1. As soon as the final marks for completed courses and/or mid-term marks for ongoing courses are available, the Student Services Department shall prepare a listing of all graduating students and rank them according to the total of the best four (4), Grade 12 credits. Where a student has less than four (4) Grade 12 credits, then the best credits from Grade 11 will be used to complete the best four (4) credits required.
2. Scholarships, awards and bursaries are awarded according to the following:
  - a) Scholarships: Scholarships are awarded on the basis of marks.
  - b) Bursaries: Bursaries are distributed according to financial need.
  - c) Awards:
    - i) General awards are distributed to students continuing on to post-secondary education according to financial need, scholastic effort and equity;
    - ii) Donor directed awards are distributed according to the criteria determined by the donor.

**HARGRAFT TRUST FUND (*Manitouwadge High School*)**

This fund is capital set up in trust through an estate bequest to assist Manitouwadge High School students pursuing post-secondary education. The following conditions apply:

1. Candidates must have attended Manitouwadge High School.
2. Fund capital shall not be depleted; therefore, only interest and investment income earned by the fund shall be available for awards.

**Administration**

1. Awards will be made available annually to graduates of Manitouwadge High School. The amount available for awards will be determined each June based on interest earned over the past year.
2. A Selection Committee composed of up to two members of School Council; a Trustee, if available; the Principal, Guidance Officer, and one teacher from the staff of Manitouwadge High School will meet to distribute the award.
3. The Selection Committee shall forward the list of recipients and the amount of the award to the Superintendent of Business or the Manager of Accounting Services for approval before graduation.
4. Payment of the award shall be made after proof of registration in the second semester of the program has been forwarded to the Manager of Accounting Services from the Registrar.

**Conditions for Candidates**

1. Candidates must enrol in post-secondary education.
2. Candidates must have attained a B-average.

**HENRI MAJOR TRUST FUND (*Marathon High School*)**

This fund is capital set up in trust through an estate bequest to assist Marathon High School students pursuing post-secondary education. The following conditions apply:

1. Candidates must have attended Marathon High School and are subject to the conditions outlined below.
2. The annual award shall be \$500 until the fund is depleted.

**Administration**

1. The award will be made available annually to a graduate of Marathon High School.
2. A Selection Committee composed of a representative from Marathon High School, the benefactor of the fund, or a representative and at least one member of Henri Major's family will meet to select a recipient.
3. The Selection Committee shall consider the following:
  - a) Financial need;
  - b) Academic performance;
  - c) Career plans;
  - d) Demonstrated community involvement;
  - e) Desire to return to a northern community.
4. The Selection Committee shall forward the name of the recipient and the amount of the award to the Manager of Accounting Services.
5. Payment of the award shall be made after proof of registration in the second semester of an accredited post-secondary educational institution has been forwarded to the Manager of Accounting Services from the Registrar.

**Conditions for Candidates**

1. Candidates must graduate from Marathon High School and be accepted for studies at an accredited Canadian Community College or University, in a trades or technical field. Special consideration will be given to institutions within Ontario, and the Committee will consider schools outside Canada under special circumstances.
2. Candidates must make application on the Henri Major Memorial Bursary Application form by May 15<sup>th</sup>.

**LONGLAC SCHOLARSHIP TRUST FUND (*Geraldton Composite High School*)**

This fund is capital set up in trust through an estate bequest to assist Longlac students pursuing a university education. The stipulations of the bequest are as follows:

1. Candidates must have resided for four (4) or more high school years within the Corporation of the Town of Longlac's boundaries, as were established for the Improvement District of Longlac at August 11, 1969 (date of bequest).
2. Fund capital shall not be depleted; therefore, only interest and investment income earned by the fund shall be available for awards.

**Administration**

1. Four (4) high school years of residency within the Longlac boundaries is deemed to apply to those Longlac students attending an outside secondary school, if the Superior-Greenstone District School Board pays tuition fees on their behalf. In such cases, the immediate family must have resided within the boundaries defined in the bequest and have paid educational taxes for the immediate past four (4) years.
2. The scholarship will be made available annually to graduates of Geraldton Composite High School who meet the stipulations of the bequest as outlined above. The amount of the scholarship will be determined each March and will be calculated as follows: increase in the fund's balance over the immediate past calendar year.
3. Awards will be made on the recommendation of the Selection Committee for the Geraldton Scholarship Trust Fund. Students must achieve an overall average of 75% at the OAC level.
4. In the event that the high school has no qualified applicant, the scholarship amount for that year will be retained by the Longlac Scholarship Fund, with no future claim on such amount.
5. Payments of the scholarship award will be spread over three (3) university years with two (2) instalments per year. The first instalment will be payable on October 1<sup>st</sup> and the second instalment on January 15<sup>th</sup>, after proof of registration and proof of satisfactory performance has been received from the Registrar.

**Conditions for Candidates**

1. Candidates must have attended high school continuously for the immediate past four (4) years and have taken a full OAC program (i.e., six (6) credits) within a reasonable amount of time.
2. Candidates must make application on the Longlac Scholarship Application form by May 15<sup>th</sup> of their graduating year.
3. Candidates must enrol in full-time programs leading to university degrees.
4. Candidates must have achieved an overall percentage of at least 75%.



**LUDWIKA COLJAK SCHOLARSHIP (*Geraldton Composite High School*)**

This fund is capital set up in trust through an estate bequest for a graduate of Geraldton Composite High School continuing on to post-secondary education. The stipulations of the bequest are as follows:

1. Fund capital shall not be depleted; therefore, only interest and investment income earned by the fund shall be available for awards.
2. The Principal of Geraldton Composite High School shall select the recipient who will be a graduating student from Geraldton Composite High School who demonstrates academic ability, has been accepted to a post-secondary institution in Canada and has financial need for assistance.
3. In the event that the Geraldton Composite High School is closed and is not replaced by another high school or secondary school in the Town of Geraldton, then funds shall be divided equally between the Salvation Army, the Heart and Stroke Fund of Ontario and the Canadian Diabetes Association.

**Administration**

1. Payment of the award shall be made in two (2) instalments. The first shall be paid after proof of registration has been forwarded to the Manager of Accounting Services and the second shall be paid at the beginning of the second semester.

**STEPHEN PEET MEMORIAL SCHOLARSHIP (*Geraldton Composite High School*)**

This fund is capital set up in trust through an estate bequest for a graduate of Geraldton Composite High School continuing on to post-secondary education. The following conditions apply:

1. Fund capital shall not be depleted; therefore, only interest and investment income earned by the fund shall be available for awards.
2. The maximum award shall be \$100.00 per year, subject to item 1.
3. When no candidate is acceptable, the scholarship shall be increased to \$200.00 in the following year.

**Administration**

1. The Physical Education and Mathematics Departments select the recipient based on the criteria that follow.
2. The Selection Committee shall forward the name of the recipient to the Board Office.
3. Payment of the award shall be made after proof of registration is forwarded to the Manager of Accounting Services.

**Conditions for Candidates**

1. Candidates must have obtained a 75% or better average.
2. Candidates must have represented the school in sports, must have shown leadership and resistance to peer pressure, must illustrate determination and ability to achieve personal goals and must be going to university.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD BURSARY (*Nipigon-Red Rock District High School*)**

This award is provided annually by Superior-Greenstone District School Board to a graduate of Nipigon-Red Rock District High School who is proceeding to further education.

**Administration**

1. One award shall be made annually to a graduate of Nipigon-Red Rock District High School. The amount of the award is \$500.00.
2. The award shall be made on the recommendation of a Selection Committee which will be composed of up to two members from School Council; a Trustee, if available; and a representative from the Guidance Department of the high school.
3. The Guidance Department shall notify the Board Office of the recipient as soon after graduation as possible.
4. Payment of the award shall be made after proof of registration in the second semester of the program has been forwarded to the Manager of Accounting Services from the Registrar.

**TREENA L. WLASY MEMORIAL SCHOLARSHIP (*Geraldton Composite High School*)**

This fund is set up in trust through an estate bequest for a Grade 12 or OAC graduate of Geraldton Composite High School continuing on to post-secondary education. The following conditions apply:

1. An annual award of \$200 will be made until the funds are depleted, subject to the conditions below.

**Administration**

1. The Selection Committee for the Geraldton Scholarship Trust fund shall select the recipient based on the criteria that follow.
2. The Selection Committee shall forward the name of the recipient to the Board Office.
3. Payment of the award shall be made after proof of registration is forwarded to the Manager of Accounting Services.

**Conditions for Candidate**

1. The candidate must be a Grade 12 or OAC graduate of Geraldton Composite High School.
2. The candidate must have an average of at least 66% in Grade 11 and 12 English and Math.
3. The candidate must have participated in school activities, demonstrated self-discipline or courage, be interested in fellow students and have a good sense of humour.
4. The candidate must be registered for post-secondary education no later than the second September after graduation.

Superior-Greenstone District School Board

PROGRESSIVE DISCIPLINE PROTOCOL (DRAFT)

CREATING A POSITIVE SCHOOL CLIMATE FOR ALL

Responsibility: Entire School

School staff instruct and communicate positive behavioural expectations that align with the Code of Conduct

<u>SCHOOL WIDE</u> <ul style="list-style-type: none"><li>Staff will make use of effective classroom management strategies</li><li>School establishes a School Philosophy</li><li>Safe School Team ensures Code of Conduct is reviewed annually and is compliant with the Board Code of Conduct</li><li>Safe School Team establishes the School Bullying Prevention Plan</li><li>School ensures a Character Education Program is in place to instruct students</li><li>School establishes a plan to teach expectations and correct behaviours in a manner that is fair and clearly understood</li><li>Positive attributes/accomplishments will be celebrated and reinforced within the school</li></ul>	
<u>CLASSROOM</u> <ul style="list-style-type: none"><li>Teacher establishes classroom expectations aligned with school Code of Conduct</li><li>Teacher implements and revisits a variety of preventative behavioural supports</li><li>Teacher provides opportunities to problem-solve and partner with parents in order to prevent and/or replace misbehaviour</li><li>Teacher consults with administration/SERT/support staff to determine continued support for students experiencing difficulty of moderate to severe intensity</li><li>Teacher consults with parents/administration/SERT to develop an exit plan, where required, to provide student with support during escalations</li><li>Teacher develops plans or agreements to promote positive behaviour</li><li>Teacher models good practice based on logical consequences</li></ul>	

Minor Infraction	Level One Behaviour	Responsibility: Classroom Teacher
<u>TYPES OF MINOR INFRACTIONS</u> <ul style="list-style-type: none"><li>Defiance</li><li>Inappropriate language</li><li>Disrespect towards others/self/environment</li><li>Disruption of the learning environment</li></ul>	<u>POSSIBLE INTERVENTIONS BY CLASSROOM TEACHER</u> <ul style="list-style-type: none"><li>Oral reminders</li><li>Conference with student</li><li>Correcting and teaching appropriate behaviour</li><li>Teach problem solving strategies</li><li>Written assignment (must have a learning component that addresses the student's behaviour)/Reflection activities</li><li>Meeting with parent</li><li>Modification/removal of privileges</li><li>Review of established classroom expectations that align with school Code of Conduct</li><li>Classroom detention</li><li>Study hall/removal to another classroom</li><li>Behaviour agreement</li><li>Referral for counseling</li><li>Restitution</li><li>School community service</li><li>Peer mentoring</li><li>Supervised recess</li><li>Quiet area to work</li></ul>	

Multiple Minor Infractions	Level Two Behaviour	Responsibility: Classroom Teacher/Administrator
<u>TYPES OF MINOR INFRACTIONS</u> <ul style="list-style-type: none"><li>Multiple Minor Infractions (Persistent Oppositional Behaviour)</li></ul>	<u>INTERVENTION BY CLASSROOM TEACHER</u> <ul style="list-style-type: none"><li>Office referral form completed</li></ul>	

Major Infractions	Level Three Behaviour	Responsibility: Administrator/Designate/School Team
<u>TYPES OF MAJOR INFRACTIONS: SUSPENSION</u> <ul style="list-style-type: none"><li>Multiple minor infractions</li><li>Uttering a threat to inflict serious bodily harm on another person</li><li>Possessing alcohol, illegal and/or restricted drugs</li><li>Being under the influence of alcohol</li><li>Swearing at a teacher or at another person of authority</li><li>Committing an act of vandalism that causes extensive damage to school property</li><li>Any act considered by the principal or designate to be:<ul style="list-style-type: none"><li>Injurious to the moral tone of the school</li><li>Injurious to the physical or mental well-being of any member of the community</li><li>Contrary to the Board or school Code of Conduct</li></ul></li><li>Bullying</li></ul>		
Office Investigation	Mitigating Factors Considered	Office Intervention Administrator Imposed Intervention
Major Offences Incident Form Complete		
<u>POSSIBLE INTERVENTIONS/CONSEQUENCES IMPOSED BY ADMINISTRATOR</u> <ul style="list-style-type: none"><li>Team meeting</li><li>Written assignment (must have a learning component that addresses the student's behaviour)</li><li>Loss of extra-curricular activity/privilege</li><li>Study hall/removal from class</li><li>Restitution for damages</li><li>School community services</li><li>Referral for counseling</li><li>Suspension<ul style="list-style-type: none"><li>In School</li><li>Out of School<ul style="list-style-type: none"><li>1-5 school days + class assignments (available on a daily basis)</li><li>6-10 school days + Student Action Plan + class assignments (available on a daily basis) + re-entry meeting</li><li>11-20 school days + Student Action Plan + class assignments (available on a daily basis) + non-academic component + re-entry meeting</li></ul></li></ul></li></ul>		

Extreme Major Infractions	Level Four Behaviour	Responsibility: Board/Administrator/School Team
<u>TYPES OF EXTREME MAJOR INFRACTIONS: EXPULSION</u> <ul style="list-style-type: none"><li>As referenced in PPM 145</li><li>A principal <i>may</i> consider recommending to the board that a pupil be expelled from the pupil's school or all schools in the board.</li><li>Require police involvement as outlined in Board Policy 520—Safe Schools</li></ul>		
Office Investigation	Mitigating Factors Considered	Suspension Pending Expulsion Alternate Suspension Program
Hearing Before Discipline Committee		
Expulsion      No Expulsion		
<ul style="list-style-type: none"><li>20 days pending expulsion</li><li>Principal investigation determines if expulsion is necessary</li><li>Consider mitigating factors</li></ul>	<ul style="list-style-type: none"><li>Recommendation to Board to expel</li><li>Recommendation for program</li><li>Written notice to parent</li></ul>	

## Progressive Discipline Protocol

### *Glossary of Terms*

***Progressive Discipline*** is a non-punitive, whole-school approach that uses a continuum of correctives 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.

***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.

#### **Mitigating Factors—Can Be Defined as:**

- a) Whether a 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.

#### **Other Factors—Can Be Defined as:**

- a) The student's history;
- b) Whether a progressive discipline approach has been used with the student;
- c) Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- d) How the suspension or expulsion would affect the student's ongoing education;
- e) The age of the student;
- f) In the case of a student for whom an individual education plan has been developed:
  - i) Whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
  - ii) Whether appropriate individualized accommodation has been provided; and
  - iii) Whether the suspension or expulsion is likely to result in aggravation or worsening of the student's behaviour or conduct.

#### **Minor Infractions Examples:**

***Defiance*** such as yelling at teachers, excessive talking, not listening to the teacher, refusal to complete the required task, disruption to the learning environment.

***Inappropriate language*** such as name calling, rude terms directed at others.

***Inappropriate behaviour*** such as being out of seat, throwing objects, refusing to complete required tasks.

***Disrespect towards others*** such as continually arguing, talking back, yelling, put downs, swearing, rude gestures.

## Our Elementary Schools

<i>School</i>	<i>Phone Number</i>
B.A. Parker Public School	854-1683
Beardmore Public School	875-2128
Dorion Public School	857-2313
George O'Neill Public School	887-2107
Manitouwadge Public School	826-4011
Margaret Twomey Public School	229-3050
Marjorie Mills Public School	876-2366
Red Rock Public School	886-2253
Schreiber Public School	824-2082
Terrace Bay Public School	825-3253

### Superior-Greenstone District School Board

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Postal Bag A  
Marathon, ON  
P0T 2E0

Phone: 807-229-0436  
Toll Free: 1-888-604-1111  
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Superior-Greenstone District School Board

# Code of Conduct

*Creating a Positive School Climate for All*

Version One—June 2008



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.



## Kids Come First

Students who are suspended or expelled will have their access to the property limited by the Principal/Board.

A person is not permitted to remain on school premises if his or her presence is detrimental to the safety or well-being of a person on the premises, as determined by the principal, vice principal or another person authorized by the board.

## Notes



## Superior-Greenstone District School Board



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## Standards of Behaviour

This Code of Conduct applies to all students, parents/guardians, staff and community members at school and on school sanctioned activities

All **members of the school community** must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, **for example**, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others; take appropriate measures to help those in need;
- respect **all members of the school community, especially** persons in positions of authority;
- respect the need of others to work in an environment **that is conducive to** learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

**“All students, parents, teachers and staff members have the right to be safe, and to feel safe, in their school community.”**

The schools of the Superior-Greenstone District School Board endeavour to provide a safe learning and teaching environment for all. Grounded in our philosophy are the principles of progressive discipline, character education and bullying prevention as outline in the **Provincial Code of Conduct**. Our schools are environments that promote responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. The promotion of strategies and initiatives such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

Responsible citizenship involves appropriate participation in the civic life of the

## Access to School Premises (Ministry Regulation 474/00) / Board Policy 501—Visitors to School

The Ontario government has passed legislation that states that all visitors at schools need to sign in. This legislation exists for the safety of students. It is necessary for all visitors to check in at each school office when visiting the school during instructional hours to obtain a visitor pass. If a non-staff member is walking in the halls of the school he/she may be questioned regarding the purpose of their visit. If you are just waiting in the front foyer to pick up your child you do not need to sign in.

## Electronic Devices

Electronic devices are defined as any device that accomplishes its purpose electronically. This would include, but is not limited to: i-pods, digital cameras, mp3, cell phones, video cameras, video games.

During the school day, the use of cell phones and electronic devices is restricted:

- During classroom instruction all cell phones and electronic devices must be powered off and secured out of sight, except if advanced approval has been given by the Principal/Designate.
- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices.
- Electronic devices are expensive and we encourage all electronic devices to stay at home.
- Please note that the school/board is not responsible for lost or stolen items.

## Police Record Check/Criminal Background Checks

All volunteers and other individuals who are working in the schools with students will be required to provide an original Police Record Check to ensure the safety of all students and keeping with creating a safe and positive school climate. This will be required for any volunteer to assist with school activities involving our students. (Examples would include: driving students to and from sporting events, chaperoning, preparing food, assisting classroom teacher, etc.)

## Policy 602—Acceptable Use of Computers and Internet-Intranet Technology

The Superior-Greenstone District School Board supports, through Internet and Intranet access, the enhancement of communications and **appropriate** use of materials and resources consistent with educational goals. The board also encourages acceptable use of technology, the Internet and Intranet by staff, students, volunteers, parents, school councils, school volunteers and community members.

**All Computer use must support education for classroom activities** and/or professional or career development. Uses which might be acceptable on a user's private personal computer/account on another system may not be acceptable on this dedicated network. The Board supports efficient, ethical and legal utilization of Technology and Internet resources. The smooth operation of the network is dependent upon user adherence to the guidelines outlined in accompanying Management Guideline PR.101.IT Acceptable Use of Computers and Internet/ Intranet Technology. Proper conduct results in efficient, ethical and legal use of the resources.

### User Responsibility

Examples of user responsibilities:

- Users will not transmit, relay or receive information or materials that are inappropriate and/or unlawful.
- Users will exercise extreme caution about revealing personal information to others. Users will not share passwords or gain unauthorized access to information resources, another users personal materials, information or files or attempt to log on as another user.
- Vandalism and/or the unauthorized use of non-SGDSB hardware or software on the network environment are prohibited.
- Use of electronic communication such as e-mail, chats or newsgroups without a specific, identified educational task/focus/issue is inappropriate.

school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

### Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his/her own action.

### Parents

Parents play an important role in the education of their children, and **can** support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil **their role** when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- **show that they** are familiar with the **provincial** Code of Conduct, **the board's code of conduct**, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues **involving their child**.

### Teachers and Other School Staff Members

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staffs uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- **empower students to be positive leaders in their classroom, school, and community;**
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, **volunteers, and the members of the school community;**

### Principals

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care **for the school community** and a commitment to academic excellence **in** a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- **empowering students to be positive leaders in their school and community;**
- communicating regularly and meaningfully with all members of their school community

### Community Partners and the Police

The police **play an essential role** in making our schools and communities safer.

Police Investigations are conducted according to the guidelines developed in the Superior-Greystone Safe Schools Implementation Manual. Note that students under 12 shall have a parent or legal guardian present (or any other adult acting in loco parentis if the parent/guardian is not available) during an interview with the police unless it is determined that this may hinder the investigation or jeopardize the safety of the student. Students who are between the ages of 12 and 17 may have an adult present.

### Footwear

All students must have a pair of running shoes for indoor use. Students are encouraged to wear socks at all times with their shoes.

### Required Gym Attire

Indoor shoes are required to be worn in the gym for physical education classes. Students who do not have indoor shoes will not be allowed to participate in gym. For health and safety reasons, socks and bare feet are not allowed. We encourage the purchase of shoes that have non-marking soles.

The wearing of jewellery is discouraged during gym class and not permitted during sports.

## Policy 516—Safe Arrivals

Schools must follow the Ministry of Education's Safe Arrivals Policy PMM 123. The purpose of both policies are that all children are safe. In order to make certain that all students are safe they must be accounted for during school hours. **As a result, it is the responsibility of the parent/guardian to notify the school when their child will be away.** This can be done in two ways:

- you can call the school in the morning of the absence
- you can send a note to the school if the absence is planned.

If a child is away and the school has not received any information regarding the absence we are required to locate the child. **This may require us calling your home, calling you a work, or calling the emergency number to confirm that an adult knows where the student is and that they are safe.** We would also ask that if your child is going to be late that you give the office a call as well because that lets us know that your child is safe. We are required by law to record a student's absence and the reason for that absence and we need your assistance to do this. Making sure that the emergency number that the office has is updated is very important in this process. This is the number that we use when we cannot reach a parent or guardian when your child is ill, gets hurt, or has not shown up at school as expected. To change or update that number please contact the school or come in and give it to the office.

## Dress Code

This policy is intended to promote a positive learning environment . It is consistent with the Safe Schools Act. This policy is based on the following principles:

1. Safety
2. Civility and respect
3. Self-worth and self-discipline
4. Cleanliness and hygiene
5. Appropriateness to the learning environment

A reasonable standard of attire is expected of students and staff at all times. All students and staff are expected to dress themselves neatly in clothes that are suitable for school activities and that are suitable for the weather conditions.

Clothing that should not be worn	
Clothing	Reason
Clothing which promotes the use of tobacco, alcohol or drugs	Students are minors, health safety, prevention of substance abuse
OR: has other inappropriate messages should not be worn (hate messages, gang membership, violence, death, abuse, racial, political, sexual statements, self-derogatory/ personal put downs)	Respect for self and others, civility
Students are expected to dress suitably for weather conditions.	Health and safety
Hats and jackets are not permitted to be worn in classrooms (hoods are not be worn in class)	Health and safety
Tank tops, "spaghetti-strapped" tops and midriff baring tops are not allowed.	Self image, self esteem, respect for others
Hip huggers and low riding pants are not allowed.	Self image, self esteem, respect for others
Muscle shirts, short shorts and torn jeans are not allowed.	Self image, self esteem, respect for others
"Heelies", Rollerblades (Wheeled Shoes)	Safety concerns
The Principal, in his or her judgment, may deem certain clothing or content inappropriate for the school environment.	Fads change, and one or more of the above reasons may apply.
Students wearing this type of clothing/shoes as listed above will be expected to: a) remove it, b) turn inside out for remainder of day, or c) provided with alternate clothing to cover the offending article of clothing.	

## How are we going to help your child feel safe at school?

### Progressive Discipline .....What does this mean for your child?

Progressive Discipline is a non-punitive, whole school approach that uses a continuum of corrective and supportive interventions, support 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.

### Addressing Inappropriate Behaviour

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

If the pupil has displayed inappropriate behaviour the principal or designate may utilize a range of interventions, supports, and consequences that are:

1. Developmentally appropriate, and
2. Include opportunities for pupils to focus on the improving behaviour.

### Levels of Behaviour Intervention

Using a proactive approach, our schools use a progressive discipline approach in order to address behaviour issues in our schools. Schools will use the continuum of consequences to address on-going concerns.

## Levels, Responsibilities, Types of Behaviour and Possible Interventions/Consequences

### Level One: Teacher

Type of Behaviour	Possible Interventions/Consequences
<ul style="list-style-type: none"> <li>Defiance</li> <li>Inappropriate Language</li> <li>Disrespect towards others/self/ environment</li> <li>Disruption of the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Conference with student</li> <li>Time out</li> <li>Written assignment (must have a learning component that addresses the student's behaviour)</li> <li>Meeting with parent</li> <li>Removal of privileges</li> <li>Classroom detention</li> <li>Study hall/removal to another classroom</li> <li>Behaviour agreement</li> <li>Restitution</li> <li>School community service</li> <li>Peer mentoring</li> <li>Supervised recess</li> </ul>

### Level Two: Teacher, Principal or Designate

Type of Behaviour	Possible Interventions/Consequences
Multiple Minor Infractions	<ul style="list-style-type: none"> <li>Team meeting</li> <li>Written assignment (must have a learning component that addresses the student's behaviour)</li> <li>Loss of extra-curricular activity/ privilege</li> <li>Study hall/removal from class</li> <li>Restitution for damages</li> <li>School community service</li> <li>Referral for Counseling</li> <li>Suspension</li> <li>In-school suspension</li> <li>Suspension</li> </ul>

## Expected Behaviours While Riding the Bus

It is the student's responsibility to behave in a courteous and responsible manner while waiting for, riding on, and leaving the school bus. It is important for all students and parents to recognize that the school bus is considered to be school property; as such, the Code of Conduct is in force. Please refer to the Superior-Greenstone District School Board Guide to Student Transportation for further information.

The student will:

- Cooperate with those people responsible for his or her school transportation.
- Remain a safe distance from the street while waiting for the school bus.
- Board buses in an orderly manner.
- Remain seated while the bus is in motion.
- Speak quietly while riding the bus (no shouting).
- Refrain from eating while riding the bus.
- Leave the bus in an orderly manner.
- Walk a safe distance from the bus immediately upon leaving the vehicle.
- Pay for any wilful damage to the school bus.
- Understand that bussing is a privilege that may be withdrawn by the Principal/ Vice Principal if student behaviour is considered unacceptable.

Parents should be aware of the procedure for inappropriate behaviour on the school buses. In addition to bus suspensions, please note that some infractions will also be dealt with as a school suspension due to the new legislation. For example, swearing at a person in authority, uttering threats, fighting that causes bodily harm, etc.

A Bus Incident Report Form will be completed for all inappropriate behaviour.

Possible Consequences	
Incident	Consequence
First Offence	Verbal warning and contact with parent/guardian
Second Offence	1 day withdrawal of privilege from the bus
Third Offence	1-5 day withdrawal of privilege from the bus
Fourth Offence	Bus privileges revoked for a period of time to be determined

NOTE: Students who already have a history of inappropriate bus behaviour or who engage in severely inappropriate behaviour may be immediately suspended from the bus.



## Definitions

### Planning Meeting

The Principal/Designate will hold a planning meeting for a student who is suspended pending an expulsion and chooses to participate in an Alternative Suspension Program.

### Student Action Plan (SAP)

A Student Action Plan must be developed for a student who makes a commitment to participate in a board program for students on long-term suspension or program for expelled students. The SAP may consist of both an academic and non-academic component depending on the length of suspension.

### Academic Component

Ensures that:

- Student has opportunity to continue their education;
- Student maintains their regular academic course work.

### Non-Academic Component

- Assists students in the development of long-term positive attitudes and behaviours;
- Identifies services and supports that students may require (e.g. anger management, substance abuse counselling, career counselling, etc.)

### Re-entry Meeting

A re-entry meeting is required for students returning from long-term suspensions in order to:

- Facilitate the student's transition back to school; and
- Identify any additional academic or non-academic supports that may be required upon returning to the school.
- Students who are returning from an Expulsion who wish to return to the school must:
  - Successfully complete a program for expelled students; or
  - Satisfy the objectives required for successful completion of a program.

## Level Three: Principal or Designate

### Type of Behaviour

- Multiple minor infractions
- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal and/or restricted drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person of authority
- Committing an act of vandalism that causes extensive damage to school property
- Bullying
- Any act considered by the principal or designate to be:
  - Injurious to the moral tone of the school
  - Injurious to the physical or mental well-being of any member of the school community
  - Contrary to the Board or school Code of Conduct

### Possible Interventions/Consequences

- Conference with student
- Time out
- Written assignment (must have a learning component that addresses the student's behaviour)
- Meeting with parent
- Removal of privileges
- Classroom detention
- Study hall/removal to another classroom
- Behaviour agreement
- Restitution
- School community service
- Peer mentoring
- Supervised recess
- In-school suspension
- Suspension

## Level Four: Principal, Designate or Board

### Type of Behaviour

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activity that, under a policy of this Board, is an activity which a principal must suspend a pupil and, therefore in accordance with the Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

### Possible Interventions/Consequences

- Team meeting
- Loss of participation in school related activities
- Referral for counseling
- Community services
- Out-of-school suspension
- Suspension pending expulsion
- Functional Behaviour Analysis (FBA)/ Behaviour Plan

## Mitigating Factors/Other Factors

It is important to note that the Principal/Designate **must** consider mitigating factors when using the progressive discipline approach.

### Mitigating Factors Defined

- Whether a pupil has the ability to control his or her behaviour;
- Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- 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 Defined

- The student's history;
- Whether a progressive discipline approach has been used with the student;
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- How the suspension or expulsion would affect the student's ongoing education;
- The age of the student.

In the case of a student for whom an individual education plan has been developed:

- Whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
- Whether appropriate individualized accommodation has been provided, and
- Whether the suspension or expulsion is likely to result in aggravation or worsening of the student's behaviour or conduct.

## Program for Suspended Students

<i><b>Suspension or Suspension Pending Expulsion</b></i>	<i><b>Planning Meeting</b></i>	<i><b>SAP</b></i>		<i><b>Re-entry Meeting</b></i>
		<i><b>Academic Component</b></i>	<i><b>Non-Academic Component</b></i>	
1-5 School Days Suspension	Not required	√	Not required	Not required
6-10 School Days Suspension	√	√	Not required	√
11-20 School Days Suspension	√	√	√	√
Suspension Pending Expulsion (up to 20 school days)	√	√	√	√

## Program for Expelled Students

<i><b>Expulsion</b></i>	<i><b>Planning Meeting</b></i>	<i><b>SAP</b></i>		<i><b>Plan for Re-entry</b></i>	<i><b>Re-entry Meeting</b></i>
		<i><b>Academic Component</b></i>	<i><b>Non-Academic Component</b></i>		
Expelled from all schools of the Board	√	√	√	√	√
Expelled from his/her school	<ul style="list-style-type: none"> <li>• Student is assigned to another school of the board.</li> <li>• Boards should make supports and resources available to students where necessary.</li> </ul>				



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 44  
**Date:** June 23, 2008

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

**FROM:** Patti Pella, Director of Education

**SUBJECT:** 2008 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 21, 2008. 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 next Regular Board meeting is scheduled on Monday, August 18.

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 2008.

### **Administrative Recommendations**

That, the Superior-Greenstone DSB receives as information Report No. 44: 2008 Summer Break and Business.

That, the Superior-Greenstone DSB cancels the Regular Board meeting, scheduled on Monday, July 21, 2008.

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 2008.

Respectfully submitted by,

Patti Pella  
Director of Education

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

Report No: 45  
Date: June 23, 2008

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

**FROM:** Colleen Kappel, Superintendent of Education

**SUBJECT:** Special Education Board Plan

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### **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 June 4, 2008.

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

- date changes
- changes to statistical information to include data for the 2007-2008 school year
- changes to incorrect data from previous years.

### **Administrative Recommendations**

That, the Superior-Greenstone DSB receives as information Report No. 45: Special Education Board Plan. – 2008.

That, the Superior-Greenstone DSB approve the Special Education Board Plan – 2008 and forward it to the Ministry of Education for review and approval.

Respectfully submitted by,

Colleen Kappel  
Superintendent of Education

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



## SPECIAL EDUCATION PLAN

June 2008

Based on Standards for School Board Plans

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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 in the 2007-2008 school year
- 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 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

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, Grades 1-8*. The student's work is modified based on the level at which the student can experience success. (The student's level of achievement has been determined through on-going assessment.) Accommodations are also required.

### Level 3

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

## Special Education Programs and Services By Exceptionality

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

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

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

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

### Criteria for Placement

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



**Multiple Exceptionalities**

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

**Section 27**

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

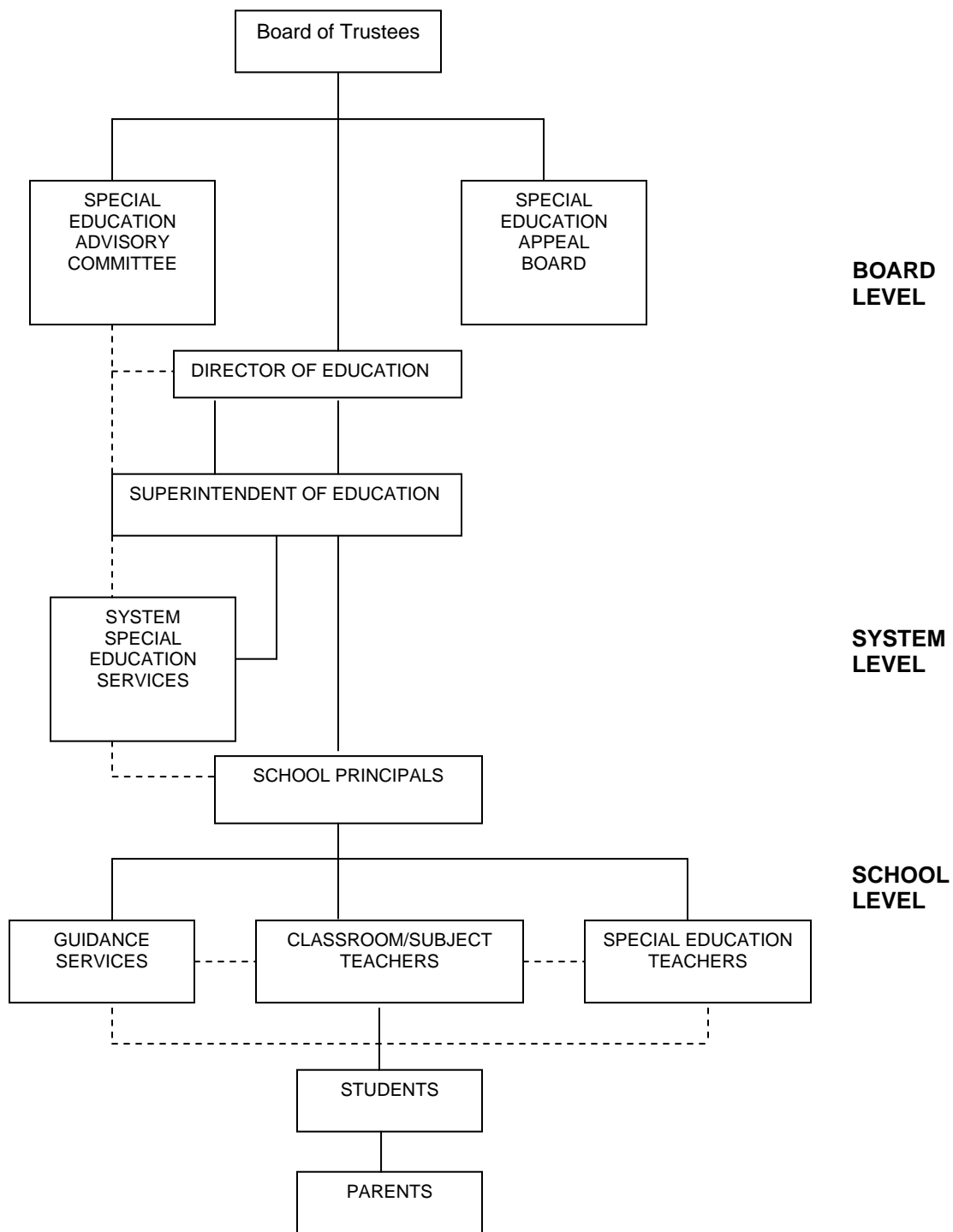
**Provincial and Demonstration Schools**

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

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

## **C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART**

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



## ***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

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

### **Board Policy**

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

### **In-school Early and On-going Identification Procedures**

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

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

### **Early Identification - Prevention Support by Other Service Providers**

In some regions 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)

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

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*Section*                      **SCHOOLS AND STUDENTS**

*Policy Name*              **EARLY IDENTIFICATION**

**517**

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*Board Approved: August 10, 2002*

*Reviewed: April 2004*

*Review Prior To: December 2009*

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### **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. A student's scrapbook or portfolio will be used to communicate with the parent(s) during the year and with the next year's teacher.
- 1.4 Scrapbooks or portfolios 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>
2.1	JK and SK Registration	Secretary	January/February
2.2	Mailing of Information Regarding Orientation	Secretary	April/May
2.3	Orientation Day for JK Students	JK/SK Teachers	As Appropriate
2.4	Curriculum Night re: JK and SK Programs	JK/SK Teachers	September/October
2.5	JK/SK Parent/Teacher Interviews and Conference	JK/SK Teachers and Parents	Ongoing

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

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

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

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

### **Informal Approaches to Solving Problems Prior to IPRC Meetings**

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

- employ different teaching methods and strategies
- conference with the parent and/or the student
- conference with the previous classroom teacher
- check for physical conditions - vision, hearing
- collect work samples
- do informal classroom tests and observations
- use a peer helper
- begin an in-class remedial program

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

### **Identification, Placement and Review Process**

#### **Informing Parents**

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

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

#### **Gathering Information**

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

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

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

### **Identification**

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

### **Statement of Needs**

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

### **Recommending Placement**

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

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

### **Annual IPRC Review/Interim Reviews**

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

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

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

### **Meeting With Parents Prior to Rendering a Decision to the Board**

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

**Communicating the Decision**

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

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

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

**Parent Guides to IPRC's and Appeals**

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

**Superior-Greenstone District School Board Statistics**

Please refer to Appendix I.

## ***F - EDUCATIONAL and OTHER ASSESSMENTS***

### **Educational Assessments**

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

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

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

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

### **Out-Of-School Referrals - Assessments**

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

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

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

**Step Three:** In consultation with the school principal and the parents, the out-of-school agency 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. Out-of-school agencies obtain consent from parents for the inclusion of their reports in the student's Ontario Student Record folder.



Parents have the option of:

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

### **Communication and Diagnosis (per Ministry of Health Regulations)**

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

### **External Assessments**

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

### **Average Waiting List For Assessments**

In School Assessments - 2 to 3 weeks

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

Out of School Assessments - 6 months to 1 year

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

### **Flow Charts**

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

## ***F - REFERRAL and ASSESSMENT PROCEDURES***

### **IN-SCHOOL**

#### **STEP 1**

Parent or school personnel identify a problem:

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

#### **STEP 2**

If the problem continues:

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

#### **STEP 3**

An educational assessment is completed:

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

#### **STEP 4**

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

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

### **OUT-OF-SCHOOL**

#### **STEP 1**

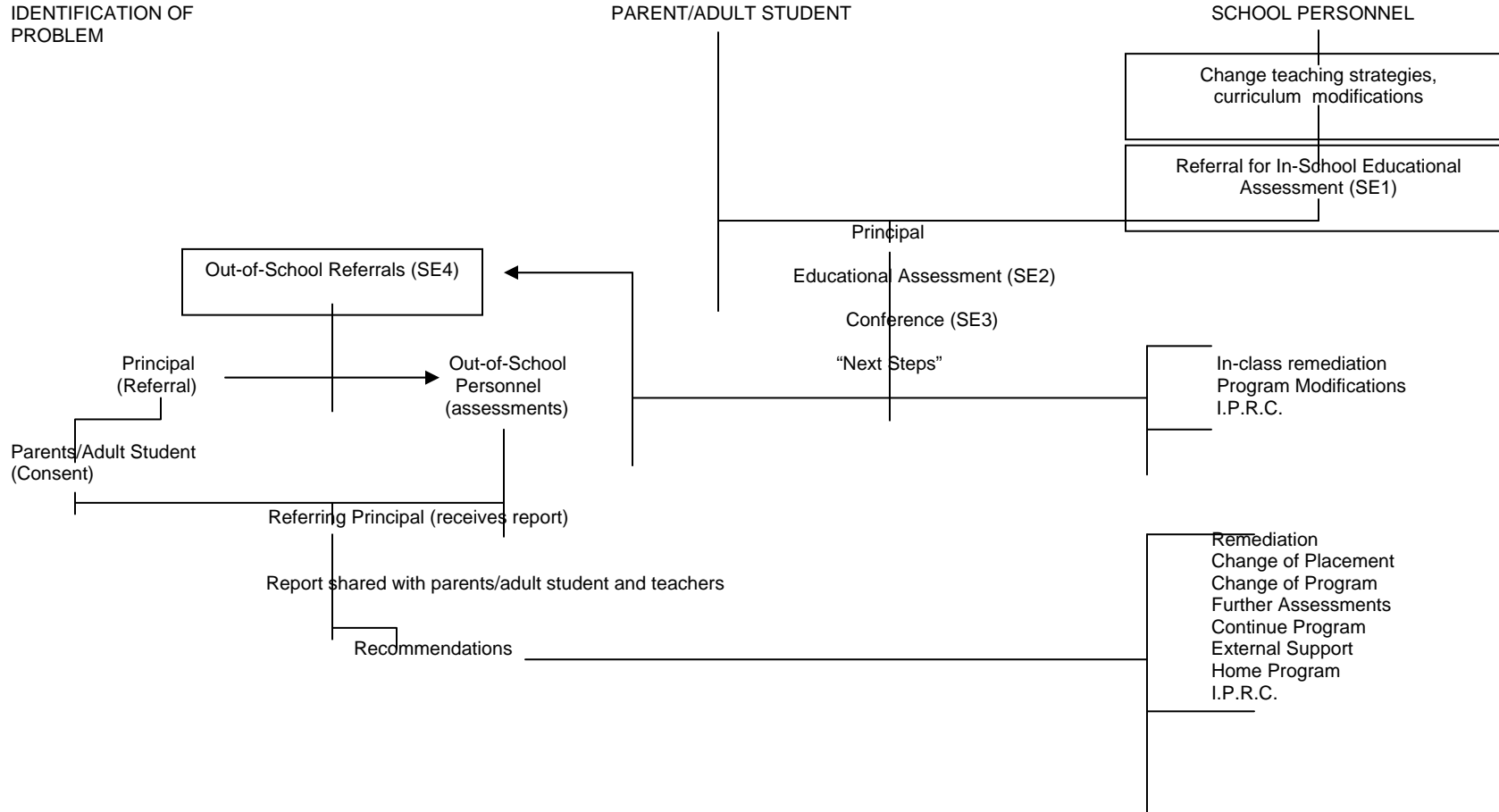
The referral to out-of-school personnel shall be made by the Principal of the school:

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



## ***G - SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS***

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

## ***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 section D of the appendix.*



## **J – INDIVIDUAL EDUCATION PLANS (IEP's)**

### **Compliance**

The Superior-Greenstone District School Board has developed a computerized, board-wide IEP template for all schools that meets the standards as outlined in the Ministry document for IEP's. A sample is included in the Appendices.

### **Implementation**

In order to assist teachers, SERT teachers and principals in the implementation of the new IEP, professional development sessions have been held. Computerized disks have been made available. System resource personnel have visited each school site to monitor implementation and to provide individual assistance where needed.

The training sessions for implementation focussed on two distinct areas:

- a) Winter – 2000 - familiarity with the form, inputting data, manipulating computer files, improving computer skills and creating a database.
- b) Spring and Fall 2001 – improving program development, making IEP's:
  - i. "living documents", collecting samples and exemplary IEP's, providing
  - ii. feedback from system resource personnel
- c) 2006-2007 on-going training to assist new SERT teachers.
- d) IEP Provincial Regional Review – results will be shared with the school SERTs and administration.

### **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) responding 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.

## ***K – PROVINCIAL and DEMONSTRATION SCHOOLS***

The names, addresses and phone numbers for these schools are found in the Appendix 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.

## ***L – 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
- System special education resource person
- Educational Assistants – determined on a yearly basis
- Teacher for the blind

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

## ***M - STAFF DEVELOPMENT PLAN***

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

- a) be compliant with MOET expectations
- b) ensure consistency with regard to the delivery of special education programs and services throughout the Superior-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 for monies allocated and activities conducted.)

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

- a) Senior Administrators are involved in the review of system needs through the Principals Administration Council and through input from the System Special Education Resource Personnel.
- b) System Resource Personnel identify needs based on consultations with other principals, SERT, teachers and educational assistants. They also identify needs stemming from Ministry initiatives in consultation with Senior Administrators.
- c) Staff members also self-identify needs to their supervisor and have funds available through school budget lines.

### **Calendar of Professional Development**

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

- a) Ministry directives

OR

- b) system needs. Examples of professional development initiatives include, but are not limited to, the following:
  - familiarization with new Procedures Manual
  - training for Individual Support Amount claims (ISAs)
  - training on new Ministry resource document - IEP Guidelines
  - training on administration of tests and assessment practices
  - protocols for working with out-of-school agencies
  - focus on specific exceptionalities - autism, deaf, FAS
  - writing needs statements - IPRC's

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

- a) sessions presented by the Special Education Resource Teacher
- b) presentations by other professionals or system personnel at staff meetings
- c) attendance at area workshops or conferences
- d) visitations to other schools or e) use of internal mechanisms such as job-shadowing

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

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

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

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

## ***N – NEW EQUIPMENT***

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

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

### **Criteria**

Appropriate modification and accommodations to ensure students success.

## ***O – MULTI-YEAR CAPITAL EXPENDITURE PLAN***

Under the School Renewal Program all aspects of schools within the Superior-Greenstone District School Board undergo a careful and ongoing assessment of all physical needs. This is accomplished annually during the preparation of the Budget for the next operational year.

Accessibility is one of the factors considered.

Consultations take place involving Principals and Board Administration and Site inspections are carried out. Where a higher level of expertise is required during the needs assessment process the Plant Services Department engages the services of the Architects, Engineers and other consultants as needed.

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

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

<b>School</b>	<b>Projects</b>
MNPS	Washroom renovations – Primary hall
MNPS	Grounds work, catch basin, ball field
MTPS	Replacement of counters and fixtures in washrooms
MTPS	Grounds repairs, walkways, soccer field
TBPS	Replacement of exterior doors incl. power operators
LSHS	Sidewalk replacement along park lot
GOPS	Retaining wall, steps, sidewalk replacement. Major renovation to make building fully accessible, incl. Handicap lift.
GCHS	Parking lot, front sidewalk, entrance pad, grounds repairs
MMPS	Replace cracked sidewalks, entrance pads, curbs

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

<b>School</b>	<b>Projects</b>
MRHS	Computer lab and library computer station millwork upgrade
NRHS	Computer lab computer station millwork upgrade
GCHS	Computer lab renovation and computer station upgrade
GCHS	Washroom renovations, various areas, incl. automatic taps and flush valves

Overall, the process has been meeting the needs of students and staff, provided funding is available. Every time a project is undertaken accessibility is kept in mind by the Plant Department to ensure that opportunities to improve are not missed when other work is carried out. Members of the public may access copies of the Special Education Plan by making a written request to the Director of Education at 12 Hemlo Drive, Marathon, Ontario, P0T 2E0.

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

## ***P – TRANSPORTATION FOR SPECIAL NEEDS***

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

Students with special needs are accommodated on various transportation systems:

- regular school buses are used to transport students who do not have mobility or control problems, and can safely be transported this way
- handicap buses – wheelchair accessible are used where mobility is an issue
- where needs dictate, the Board may use attendants who ride along to assist the driver with loading, unloading and care giving during transport
- taxi and other commercial vehicles may also be used

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

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



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

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

### **REGULATION 464/97 SEPCIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

#### **Membership**

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

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

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

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

#### **Alternates**

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

Each district school board **may** have:

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

#### **Qualifications for Members and Alternates**

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

#### **Term of Office**

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

#### **Vacancies**

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

## **Disqualifications**

A SEAC member is disqualified if he/she:

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

## **Duties of Committee**

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

## **Working Conditions**

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

## **Board Responsibilities to the SEAC**

The Board shall:

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

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

## **SEAC – Roles and Responsibilities 2007-2008**

During the 2007-2008 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 2008. This plan included budget and staffing for the school year 2007-2008.
- that regional forums be held to explain Board's special education budget, ISA claims process and to gather parental issues and concerns re special education

### **2. Participating in Annual Review of Special Education: 2007-2008**

- 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 2007-2008.

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

- a presentation was made by the Superintendent of Business at the November meeting
- Chair of SEAC and Superintendent of Business prepared material for regional presentations to the public
- in June 2008 a review of the budget dollars for 2008-2009 school year will take place

### **4. Review of Board's Financial Statements**

- a presentation was made by the Superintendent of Business at the October meeting
- Chair of SEAC and Superintendent of Business prepared material for regional presentations to the public
- in June 2008 a review of the budget dollars for 2007-2008 school year will take place

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

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

### **5. Involvement in Professional Development Activities**

- Parent Members attended the IEP Regional Review

### **6. Election of Members**

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

### **7. Other: Regional Presentations**

### **8. Documentation**

- a copy of the Board's Procedures Manual was given to all SEAC members at the October SEAC meeting
- a copy of the Board's Special Education Plan 2007-2008 that was posted on the board website June 2008.

- copies of the Financial Statements for Special Education were made available at the June SEAC meeting
- samples of all Board forms have been shared with SEAC members on an ongoing basis

**9. Communication**

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

**10. Meetings**

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

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

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

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

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

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

### **B) For Students Arriving from Other Boards or Programs**

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

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

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

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

### **C) For Students Leaving the Board**

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

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

Agencies that are usually involved in this planning include:

Association for Community Living  
Community Care Access Centers  
Ministry of Community and Social Services  
Integrated Services for Northern Children  
Ministry of Health  
George Jeffery Treatment Center  
Lakehead Regional Family Center  
Family and Children's Services  
Luthern Community Care Centre

## ***S – SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN***

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

- copies of the plan are available at the **Board Office** in Marathon (contact the Superintendent of Education)
- a copy 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

## ***T- Funding Enhancements***

### **Memorandum 2000:B9**

The board allocated these funds to implement the Early Literacy Intervention Program. We also provided additional Educational Assistant support for our schools. Part of the project included literacy teachers in each of our school for September 2003.

### **CODE – “Education for All”**

The board was allocated 110,000 for the 2007-2008 school year. These funds have provided additional supports through our Literacy Coaches that have been working in our schools.

### **OPA Student Assessment Project**

The board was \$85,000 in 2006-2007, that continued into the 2007-2008 school year. This project assists boards in addressing the wait times for students from Grades JK-4 and assist in building capacity of all teachers in regular classrooms to support their students with special education needs.



## ***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-Greystone District School Board, it is understood that the classroom/subject teacher is responsible for all identified students enrolled in the class.

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

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

### **System Resources**

The System Resource Personnel shall be responsible for the following special education activities:

- receive and act upon any correspondence received from the Director or designate
- be a liaison with other boards and agencies
- act as a resource to SEAC
- receive information, from principals, with regard to students who may require ISA funding claims
- assist principals and special education teachers in organizing the delivery of special education programs and services based on established policies and procedures
- attend all initial Identification, Placement and Review Committee meetings and de-identification meetings
- organize system special education meetings for SERT teachers, as required
- order system special education resources as required
- co-ordinate the use of external resources
- provide input to the annual Special Education Review and revisions to the Board's Special Education Plan
- co-ordinate the development and revisions of system special education documents
- organize system professional development for staff in special education

- provide input into the preparation of the annual special education budget
- receive and co-ordinate all external assessments which the board is purchasing

### **Director of Education (or Designate)**

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

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

### **Trustees**

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

- approve policy statements articulating special education philosophy and goals
- ensure that each school has adequate, qualified staff to provide educational programs for exceptional students
- allocate necessary funds for the provision of special education programs and services
- establish the Special Education Advisory Committee (S.E.A.C.)
- receive the recommendations from the Special Education Advisory Committee through the director

### **Identification, Placement and Review Committee Chairperson**

The duties of the chairperson shall be:

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

## What are the Ministry's Provincial and Demonstration Schools?

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

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

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

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

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

### Schools for the deaf:

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

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

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

### School for the blind and deaf:

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

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

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

### Where can parents obtain additional information?

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

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

## Appendix B

### SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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

# APPEALS

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

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

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

# SGDSB PROGRAMS

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

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

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

## SUPPORT ORGANIZATIONS

### **What organizations are available to assist parents?**

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

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

#### **Provincial organizations:**

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

## What happens at an IPRC meeting?

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

## What will the IPRC consider in making its placement decision?

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

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

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

## What will the IPRC written statement of decision include?

The IPRC written statement of decision will state:

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

## What happens after the IPRC has made its decision?

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

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

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

## What does a review IPRC consider and decide?

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

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

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

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

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

## Notes:

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

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



## THE PARENTS' GUIDE TO SPECIAL EDUCATION

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

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

## What is an IPRC?

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

Initial IPRC is usually comprised of:

- Principal
- System Resource Personnel
- SERT

For IPRC reviews:

- Principal
- SERT
- Classroom teacher

## What is the role of the IPRC?

The IPRC will:

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

## Who is identified as an exceptional pupil?

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

## What is a special education program?

A special education program is an educational program that:

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

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

## What are special education services?

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

## What is an IEP?

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

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

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

## How is an IPRC meeting requested?

The principal of your child’s school:

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

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

## May parents attend the IPRC meeting?

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

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

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

## Who else may attend an IPRC meeting?

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

## Who may request that they attend?

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

## What information will parents receive about the IPRC meeting?

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

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

## What if parents are unable to make the initial meeting?

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

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



## SPECIALIZED HEALTH SUPPORT SERVICES

## Appendix C

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

**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 date or information when considering a student with a communication exceptionality due to autism:

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

The Committee MAY require the following:

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

## **AUTISM**

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

Pupils demonstrate severe disturbances in the rate of development often characterized by profound withdrawal from contact with people, including 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 INTERACTION**

- |   |   |
|---|---|
| <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.



**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

**2007 / 2008 Special Education Advisory Committee (SEAC)**

<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: ppella@sgdsb.on.ca</p>	<p><b><u>Colleen Kappel</u></b>, <i>Superintendent of Education</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 232 Fax: 807-229-1471 Email: ckappel@sgdsb.on.ca</p>
<p><b><u>Valerie Newton</u></b>, <i>Student Success Coordinator / Assistant to the Superintendent of Education</i></p> <p>Superior-Greenstone District School Board P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, extn 232 Fax: 807-229-1471 Email: vnewton@sgdsb.on.ca</p>	<p><b><u>Heidi Patterson</u></b>, <i>System Special Education Resource</i></p> <p>Margaret Twomey Public School P.O. Box 660 – Marathon, ON P0T 2E0 Home: 807-825-1636 Work: 807-229-3050 Fax: 807-229-3034 Email: hpatterson@sgdsb.on.ca</p>
<p><b><u>Cindy Brown</u></b>, <i>Trustee</i></p> <p>4 Drake Street – Marathon, ON P0T 2E0 Home: 807-229-2287 Email: cbrown@sgdsb.on.ca</p>	<p><b><u>Darlene Keenan</u></b>, <i>Trustee</i></p> <p>P.O. Box 545 - Manitouwadge, ON P0T 2C0 Home: 807-826-3890 Fax: 807-826-1361 Email: dkeenan@sgdsb.on.ca</p>
<p><b><u>Bette Bartlett</u></b>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 606 - Nipigon, ON P0T 2J0 Home: 807-887-2605 Fax: 807-887-0120 Email: bbartlett@sgdsb.on.ca</p>	<p><b><u>Kathryn Notwell</u></b>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 490 – Terrace Bay, ON P0T 2W0 Home: 807-825-9221 Fax: 807-825-9155 Email: knotwell@sgdsb.on.ca</p>
<p><b><u>Jennifer English</u></b>, <i>Parent Representative and SEAC Chair</i></p> <p>P.O. Box 1396 – Marathon, ON P0T 2E0 Home: 807-229-9557 Work: 807-229-1740, extn 234 Fax: 807-229-1721 Email: jennifer.english@shawcable.com</p>	<p><b><u>Leslie Souckey</u></b>, <i>VOICE for Hearing Impaired Children (Marathon) Representative</i></p> <p>P.O. Box 127 – Marathon, ON P0T 2E0 Home: 807-229-3453 Work: 807-229-1340, extn 2226 Fax: 807-229-1999 Email: apsw@marathon.ca</p>
<p><b><u>Theresa Nelson</u></b>, <i>Greenstone Social Services Office</i></p> <p>P.O. Box 1537 – Geraldton, ON P0T 1M0 Work: 807-854-2511, extn 31 Fax: 807-854-2389 Email: icdp@astrocom-on.com</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: jessica.audia@bellnet.ca</p>

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

## ***SEAC INVOLVEMENT – ROLES and RESPONSIBILITIES***

### **To make recommendations:**

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

### **To Review Board's Annual Review of Special Education:**

- presented and approved at the June 2008 SEAC meeting

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

- 2007/2008 budget was distributed in June 2007
- 2007/2008 system special education budget was distributed and approved
- Budget information provided for the community presentations

### **Other:**

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

INDIVIDUAL EDUCATION PLAN

Section One

STUDENT PROFILE			
<b>Student</b>		<b>School Year</b>	
<b>Gender</b>		<b>School</b>	Choose Your School
<b>D.O.B.</b> (yyyy-mm-dd)		<b>Principal</b>	
<b>Date of Most Recent IPRC</b>		<b>O.E.N.</b>	
<b>Exceptionality By Ministry Definition</b>	Choose an Exceptionality	<b>Grade/Class</b>	
<b>IPRC Placement</b>	<input type="checkbox"/> Regular class with indirect support	<b>Reason for IEP Development</b>	<input type="checkbox"/> Student identified by an IPRC.
	<input type="checkbox"/> Regular class with resource assistance.		<input type="checkbox"/> Documentation for EA Support
	<input type="checkbox"/> Resource class with withdrawal assistance		<input type="checkbox"/> Documentation for ISA 1 claim
			<input type="checkbox"/> Learning expectations are modified from or alternative to the expectations set out for a particular grade. Pupil is not formally identified.
			<input type="checkbox"/> Accommodations only are provided. Pupil is not formally identified

INDIVIDUAL EDUCATION PLAN			
<b>IEP Co-ordinator</b>		<b>IEP Team:</b>	<b>Teacher(s)</b>
			<b>SERT</b>
			<b>EA</b>
			<b>Parent(s)</b>
			<b>Others</b>
<b>Date of Placement in Special Education Program (select the appropriate option)</b> <input type="checkbox"/> First day of attendance in new special education program <input type="checkbox"/> First day of the new school year or semester in which the student is continuing in a placement <input type="checkbox"/> First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement.			
<b>Date of Placement</b>		<b>Completion Date</b> (within 30 school days following the date of placement)	

INFORMATION SOURCES USED IN THE DEVELOPMENT OF THE IEP			
Mark with an "X"			
ONTARIO STUDENT RECORD	<input type="checkbox"/>	PREVIOUS IEP	<input type="checkbox"/>
CLASSROOM OBSERVATION	<input type="checkbox"/>	REVIEW OF CURRENT WORK	<input type="checkbox"/>
REPORT CARD	<input type="checkbox"/>	PREVIOUS CLASSROOM/ SUBJECT TEACHER REPORTS	<input type="checkbox"/>
INTERVIEWS/CONFERENCES WITH:		PROFESSIONALS:	
PARENT	<input type="checkbox"/>	SPEECH THERAPIST	<input type="checkbox"/>
STUDENT	<input type="checkbox"/>	OCCUPATIONAL THERAPIST	<input type="checkbox"/>
EDUCATIONAL ASSISTANTS	<input type="checkbox"/>	MEDICAL PRACTITIONER	<input type="checkbox"/>
CONSULTANTS	<input type="checkbox"/>		
ASSESSMENT REPORTS (Documented on Page 3)	<input type="checkbox"/>	OTHER:	



<b>PERSONAL OR INDIVIDUALIZED SPECIAL EDUCATION EQUIPMENT: If this area does not apply enter "nil".</b>
<b>RELATED HEALTH ISSUES – Relevant Medical Conditions</b>

HUMAN RESOURCES AND SPECIAL EDUCATION SERVICES FOR STUDENT			
Type of Service	Agency Initiation Date	Frequency/Intensity (Must be specific. "As needed" is not an acceptable entry)	Location of Service
SERT			
Educational Assistant			
Speech Therapist			
Occupational Physio/Therapist			
Counselor			
Social Worker			
Medical Personnel			
Student Services			
Supervised Lunch Person			
Specialized Transportation			
Other			

<b>PROGRAMMING BASED ON IDENTIFIED STRENGTHS AND NEEDS</b>
<b>AREAS OF STRENGTH: Based on assessment information</b>
demonstrates the following strengths:
<b>AREAS OF NEED: Based on assessment information</b>
requires significant instruction or support:

<b>RELEVANT ASSESSMENT DATA – Date, Source, Summary of Results or Recommendations</b>		
Information Source	Date	Summary of Results or Recommendations
<b>EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT – Name activity and date</b>		

## Section Two

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

<b>SUBJECT/COURSE/ALTERNATIVE PROGRAM</b>		
<b>ANNUAL PROGRAM OR SKILLS AREA LONG TERM GOAL (A GOAL STATEMENT DESCRIBING WHAT THE STUDENT CAN REASONABLY BE EXPECTED TO ACCOMPLISH BY THE END OF THE SCHOOL YEAR IN A PARTICULAR SUBJECT, COURSE, OR ALTERNATIVE PROGRAM.)</b>		
<b>CURRENT ACHIEVEMENT LEVEL (ACCORDING TO PROVINCIAL REPORT CARD)</b>		
<b>ACCOMMODATION STRATEGIES (ACCOMMODATIONS OTHER THAN THOSE STATED IN SECTION ONE)</b>		
Accommodations for Teaching:		
Accommodations for Testing:		
<b>SPECIFIC PROGRAM FOR THIS PARTICULAR SUBJECT, COURSE OR ALTERNATIVE PROGRAM FOR TERM 1, 2 AND 3 OR SEMESTER</b>		
<b>LEARNING EXPECTATIONS</b> <small>(LIST MODIFIED/ALTERNATIVE EXPECTATIONS OUTLINING KNOWLEDGE AND/OR SKILLS TO BE ASSESSED, BY REPORTING PERIOD, IDENTIFY GRADE LEVEL WHERE APPLICABLE)</small>	<b>TEACHING STRATEGIES</b> <small>(LIST ONLY THOSE THAT ARE PARTICULAR TO THE STUDENT AND SPECIFIC TO THE LEARNING EXPECTATION)</small>	<b>ASSESSMENT METHODS</b> <small>(IDENTIFY THE ASSESSMENT METHOD TO BE USED FOR EACH LEARNING EXPECTATION)</small>

## Section Three

### PROVINCIAL ASSESSMENTS

Student's Name:

**Note:** *Strategies, accommodations and resources necessary for facilitating student's learning.  
The accommodations checked are presently provided in the regular classroom.*

#### Accommodations

- ☐ Additional time for an independent assessment task beyond the time give for that task.  
(To a maximum of twice the time.)
- ☐ An individual or small group setting or an individual study carrel.
- ☐ Preferential seating within the regular classroom
- ☐ Directions or prompts about the pace of the activity.  
(i.e.: Question-by-question prompting to help focus the student's attention.)
- ☐ Subject-Specific Support  
(i.e.: In reading and mathematics only verbatim scribing of a student's response.)
- ☐ A quiet workplace away from the classroom to complete assignments.
- ☐ Any assistive devices ordinarily used in the classroom.  
(i.e.: A speech synthesizer or a Bliss Board.)
- ☐ A different test medium for hearing-impaired students.  
(i.e.: American Sign Language, Signed English, Audio version or an oral interpreter.)
- ☐ A different test medium for visually impaired students.  
(i.e.: Large print, Braille, audiocassette, large print or coloured paper.)
- ☐ Technology Resources  
(i.e.: A voice-activated computer)
- ☐ Assistive devices or adaptive equipment
- ☐ Periodic supervised breaks
- ☐ Coloured paper
- ☐ Audio taping of responses
- ☐ Verbatim scribing of responses
- ☐ Use of computer or word processor for responses (Submit student copy and keep disk in safe place)

**Note:** *Even with the above recommendations, the student would not be able to demonstrate learning for the following reason(s):*



## Exemptions

- A. ☐ ***Classroom participation in all components of the assessment unit (including non-assessment components and independent assessment tasks), but with the understanding that the independent assessment tasks will not be marked.***

In this case, the student participates in the non-assessment tasks that are appropriate to his or her learning needs. Each subject area is considered individually.

**OR**

- B. ☐ ***Classroom participation in the non-assessment components only. Assessment materials are not distributed to the student and alternative learning activities are provided while other students are doing the independent assessment tasks.***

There may be some situations where a student cannot do the assessment tasks, but it is in the student's best interest to be included in the class and participate in the non-assessment components. The decision for an exemption in this case may be based on one or both of the following:

- ☐ The degree of the student's facility in the English language (i.e.: a student in the early stages of English-language acquisition.)
- ☐ The nature and degree of the student's needs and abilities.

Each subject is considered individually.

**OR**

- C. ☐ ***No classroom participation for the ENTIRE assessment unit, including the non-assessment components. The student will be given an alternative program, possibly in a different environment.***

A student should be considered for this type of exemption if the student is unable to respond to the assessment instructions and assessment activities.

## Section Four

### TRANSITION PLAN (For students 14-years of age and older)

Post Secondary Goal(s):

ACTION (NOW & FUTURE)	RESPONSIBILITY	TIMELINE

PARENT/GUARDIAN OR ADULT STUDENT (age 16 or older)

COMMENTS:

Signature

Date

## Section Five

### SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

#### PARENT (S) / STUDENT CONSULTATION FORM

Regulation 181/98 requires that the parent(s) and the student, if the student is 16-years of age or older, be consulted in the development and review of the student's Individual Education Plan, and that a copy of the IEP is provided to the parents or to the student upon its completion.

#### IEP CONSULTATION

DATE:		IEP FOR:	
<div style="margin-top: 20px;"><input type="checkbox"/> I was consulted in the development of this IEP</div> <div style="margin-top: 10px;"><input type="checkbox"/> I declined the opportunity to be consulted.</div> <div style="margin-top: 10px;"><input type="checkbox"/> I have received a copy of the IEP.</div> <div style="margin-top: 10px;"><input type="checkbox"/> Comments I provided have been noted on the IEP form, or are listed below:</div>			
Parent(s)/Student's Signature:			

#### SCHOOL OFFICIALS' SIGNATURES

The Principal's signature indicates approval of this IEP and assurance of implementation according to Ministry standards:

Approved: Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### MONITORING THE IEP AND STUDENT PROGRESS

<i>Date</i>	<i>Activity</i>	<i>Comments</i>	<i>Initials</i>
	Choose an Activity		
	Choose an Activity		
	Choose an Activity		
	Choose an Activity		
	Choose an Activity		

***This page is attached to and is part of the student's IEP***

**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	7.25	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	29.5	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	5.17	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	.5	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	18	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 I**

**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>
2000-2001	102	33	325	0
2001-2002				0
2002-2003				0
2003-2004	95	31	310	0
2004-2005	---	---	---	0
2005-2006	---	---	314	0
2006-2007	---	---	309	0
2007-2008	59	32	224	0

**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>
2000-2001	3	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
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	---	---	---

***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>
2002-2003	\$13,000	Transition Document Workshop Autism Workshop via Video Conference Reaching Higher Document Workshop Educational assistant Handbook Workshop Safety in Special Education Workshop
2003-2004	\$13,000	Educational Assistant Workshop Special Education Teachers Workshop Autism Workshop WIAT-II Training for all Special Education Teachers
2004-2005	\$13,000	Special Education Teachers Workshop
2005-2006	\$13,000	Special Education Teachers Workshop
2006-2007	\$250,000 \$84,000 \$13,000	CODE Project Ministry Initiatives - OPA SEA Claims
2007-2008	\$110,000 \$85,000 \$37,700	CODE Project Ministry Initiatives – OPA (Carry Over from 2006-2007) Anti-Violence Bullying Prevention



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 46**

**Date:** June 23, 2008

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

**FROM:** Valerie Newton

**SUBJECT:** Special Funding for Native Language and Native Studies Courses

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**Background:**

In June 2007, the Ministry of Education announced that boards providing courses in Native Language and Native Studies programs would be given independent funding based on a per student amount. Last year the Superior-Greenstone DSB was able to successfully offer ten courses in either Native Language or Native Studies at the secondary school level cross our school communities. There were approximately 148 secondary students enrolled in these courses over the school year.

**Current Situation**

For the coming school year of 2008-2009, it is anticipated that a total of eleven Native Language and Native Study courses will be offered at our board's secondary schools provided there is sufficient enrollment. For Semester 1 of the 2008-2009 school year, there will be five courses in Native Language and Native Studies offered at secondary schools in our board.

**Administrative Recommendation:**

That, the Superior-Greenstone DSB, receive Report No. 46: Special Funding for Native Language and Native Studies Courses for 2008-2009 as presented.

That, the Superior-Greenstone DSB, approve the addition of one course section for each secondary school that has provided proof of the minimum student enrollment required per Native Language and/or Native Studies course offered in Semester 1. The minimum enrollment criteria is set at eight students per course.

Respectfully submitted by:

Valerie Newton  
Student Success Coordinator/  
Assistant to the Superintendent of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**ESTIMATES for 2008-2009**

***Presentation***

Submitted to:

***The Superior-Greenstone District School Board  
Chair and Board members***

Submitted by:

***Bruce Rousseau, Superintendent of Business***

*Date: June 23, 2008*

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

Report No. 47  
**Date:** June 23, 2008

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

**SUBJECT:** Estimates 2008-2009

### **Background**

The Ministry of Education's Grants for Student Needs 2008-2009 were released on March 25, 2008. The Ministry of Education announced some important changes in funding for elementary and secondary education for the coming year. These changes include:

- Full Implementation of enhancements announced August 2007
- Support for Safe Schools, and
- Facilitated provincial discussions with union groups.

### **Rationale**

The Education Act Section 231 requires that every board, before the beginning of each fiscal year prepare and adopt estimates of its revenues and expenditures for the fiscal year. The board in preparing its estimates must ensure that the estimated expenditures do not exceed its estimated revenues. The due date for submission of the Boards' estimates is June 30, 2008. Failure to comply with the above noted deadline will result in the imposition of financial penalties.

### **Budget Analysis**

The 2008-2009 estimates presented herein comply with the Ministry of Education's enveloping and accountability requirements. As required by the Education Act Section 231(2) the estimated expenditures do not exceed the estimated revenues. The estimates incorporate input from the Special Education Advisory Committee (SEAC), school councils and the trustees of Superior-Greenstone.

Included in this year's budget submission:

- Enrolment estimate is 1,936.00 (Elementary 849.00 and Secondary 1087.00).
- Elementary Teaching staff of 66.0 F.T.E. (including 8.9 Special Education / Early Intervention, 7.1 French / Planning Time, 2.75 Administration and 47.25 Instructional Teachers).
- Secondary Teaching Staff of 91.50 F.T.E. (including 5.0 Student Success and Video Conferencing, 5.0 Special Education, 5.0 Guidance, .83 Alternate Ed / Credit Recovery, 1.0 OYAP, , 1.67 Administration, 2.5 Other Programming and 70.5 classroom teachers).
- Awaiting D.I.A. approval for Educational Assistants covered by Tuition Agreements.
- School renewal allocation total \$998,170 to cover the items outlined in the 5 year capital forecast.
- Data Administrator position is made permanent.
- Winning Teams central account of \$50,000 is established to assist in offsetting the costs of travel outside the region.
- 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.

**Recommendation**

Resolved that, the Superior-Greenstone District School Board adopt the Budget Estimates for the 2008-2009 school year as presented.

Respectfully submitted,

Bruce Rousseau  
Superintendent of Business

2008 - 2009 School Board Estimates

Certificate of Director of Education

I certify that the estimates shown on the attached schedules are those that were prepared and adopted under the provisions of section 231 of the Education Act for the period September 1, 2008 to August 31, 2009 by

Superior-Greenstone District School Board

on

23 JUN 2008

23 JUN 2008	Patti Pella
Date	Signed by Director of Education

**Compliance Report**

<b>CATEGORIES</b>	Net expenditure	Funding allocation	Provision for reserves (note 1)	Compliant /Non-compliant
Special education	2,815,136	2,218,289	0	COMPLIANT
Administration and Governance	1,601,631	1,648,465	N/A	COMPLIANT

**Schedule 3 - Capital Fund - Expenditures and Financing**

Expenditure Categories (as used in Uniform Code of Accounts)		Total Capital Expenditures	Capital Fund Revenues	Transfer from Operating Fund	Transfer (to) Operating Fund		Transfer from (to) Internally Restricted Reserves	Transfer from (to) School Activities Fund	Long-term Financing	Change
		01	02	03	04		05	06	07	08
<b>CLASSROOM</b>										
Class. Teachers	51	0	0	0	0	51	0	0	0	0
Supply Teachers	52	0	0	0	0	52	0	0	0	0
Teacher Assistants	53	0	0	0	0	53	0	0	0	0
Textbooks/Supplies	55	61,601	0	61,601	0	55	0	0	0	0
Computers	54	57,000	0	57,000	0	54	0	0	0	0
Prof./ParaProf./Tech.	56	6,000	0	6,000	0	56	0	0	0	0
Library/Guidance	57	0	0	0	0	57	0	0	0	0
Staff Develop.	58	0	0	0	0	58	0	0	0	0
Department Heads	67	0	0	0	0	67	0	0	0	0
<b>Subtotal</b>		124,601	0	124,601	0		0	0	0	0
<b>NON-CLASSROOM</b>										
Principals and VPs	61	0	0	0	0	61	0	0	0	0
School Office	62	2,750	0	2,750	0	62	0	0	0	0
Coord. and Consult.	59	0	0	0	0	59	0	0	0	0
Continuing Ed.	63	0	0	0	0	63	0	0	0	0
<b>ADMINISTRATION</b>		01	02	03	04		05	06	07	
Trustees	64	0	0	0	0	64	0	0	0	0
Dir./Supv. Officers	65	0	0	0	0	65	0	0	0	0
Board Admin.	66	8,750	0	8,750	0	66	0	0	0	0
<b>TRANSPORTATION</b>										
Pupil Transp.	68	0	0	0	0	68	0	0	0	0
Transp.- Prov. sch.	69	0	0	0	0	69	0	0	0	0
<b>PUPIL ACCOMODATION</b>										
Sch. Oper./Maint.	70	0	0	0	0	70	0	0	0	0
School Renewal	71	998,170	0	998,170	0	71	0	0	0	0
Good Places to Learn	75	2,500,000	0	0	0	75	0	0	0	2,500,000
New Pupil Places, Best Start	72	0	0	0	0	72	0	0	0	0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0	0	76	0	0	0	0
Other Cap./Appr.Debt	73	0	0	0	0	73	0	0	0	0
<b>OTHER</b>										
Other Non-Oper. Exp.	78	0	0	0	0	78	0	0	0	0
<b>TOTAL</b>		3,634,271	0	1,134,271	0		0	0	0	2,500,000

<b>Schedule 9 - Operating Fund - Revenues</b>			
1	<b>FEES</b>		
1.1	Government of Canada - Day School	2,295,123	
1.2	Boards outside Ontario	0	
1.3	Individuals - Day School, Ontario Residents	0	
1.4	Individuals - Day School, Other	0	
1.5	Individuals - Continuing Education	0	
1.6	<b>Total Fees</b>		2,295,123
2	<b>TRANSPORTATION RECOVERIES</b>		
2.1	Other School Boards	686,000	
2.2	Government of Canada	0	
2.3	Other Sources	0	
2.4	<b>Total Transportation Recoveries</b>		686,000
3	<b>RENTAL REVENUE</b>		
3.1	Instructional accomm/ schools - Other Boards	0	
3.2	Instructional accomm/ schools - Other	0	
3.3	Non-instructional accomm - Other Boards	50,000	
3.4	Non-instructional accomm - Other	80,000	
3.5	Community use	0	
3.6	Other	0	
3.7	<b>Total Rental Revenue</b>		130,000
4	<b>SALES OF PROPERTIES AND INSURANCE PROCEEDS:</b>		
4.1	Sale of furniture and equipment	0	
4.2	Sale of pupil transport vehicles	0	
4.3	Insurance proceeds re: capital appurtenances	0	
4.4	Other capital recoveries	0	
4.5	<b>Total Sales of Properties and Insurance Proceeds</b>		0
5	<b>OTHER REVENUE</b>		
5.2	Government of Canada - Other e.g.LINC	225,000	
5.3	Other school boards	0	
5.4	Insurance proceeds other than capital appurtenances	0	
5.5	Cafeteria income	0	
5.6	Interest income	0	
5.7	Interest on Sinking Fund Assets	0	
5.8	Donations - to be applied to Classroom Expenditures	0	
5.9	Donations - Other	0	
	Specify other revenues:		
5.10	Miscellaneous	19,685	
5.11	Salary Recoveries	125,000	
5.12		0	
5.13		0	
5.14		0	
5.15		0	
5.16		0	
5.17		0	
5.18		0	
5.19	<b>Total Other Revenue</b>		369,685
6	<b>LOCAL TAXATION</b>		
6.1	Tax revenue from municipalities	4,758,218	
6.2	Tax revenue from unorganized territories	0	
6.3	Tax Revenue Adjustment for 2008 Calendar year	0	
6.3.1	Tax supplementary and tax write-offs adjustment - accrual re. 2008 amounts	0	
6.4	<b>Total Local Taxation</b>		4,758,218
7	<b>GOVERNMENT OF ONTARIO - Legislative Grants</b>		
7.1	Legislative grants - current year	24,836,448	
7.2	Plus: Amounts from deferred revenue - reserves for legislative grants	998,170	
7.3	Less: Amounts to deferred revenue - reserves for legislative grants	1,122,897	
7.4	<b>Total Legislative Grant Revenue</b>		24,711,721
8	<b>OTHER OPERATING AND CAPITAL GRANTS</b>		
8.1	<b>Other Grants - Ministry of Education</b>		
8.1.1	Grants in aid of education research	0	
8.1.2	Literacy and Basic Skills	0	



8.1.3	Tutors in the Classroom	0	
8.1.4	Textbooks / Early years learning materials	0	
8.1.5	Teacher Training	0	
8.1.6	Managing Information for Student Achievement (MISA)	0	
8.1.7	Transportation	0	
8.1.8	Parent involvement	0	
	Specify other grants for operating:		
8.1.11	School Effectiveness	120,000	
8.1.12		0	
8.1.13		0	
8.1.14		0	
8.1.15		0	
8.1.16		0	
	Other Capital Expenditure Grants(specify):		
8.1.17		0	
8.1.18		0	
8.1.19	<b>Subtotal - EDU Other Grants</b>	120,000	
8.2	<b>Grants from Other Ministries</b>		
8.2.1	Provincial employment assistance programs	0	
8.2.2	Ministry of Citizenship & Immigration - Citizenship/Adult ESL/FSL	0	
8.2.3	TCU Grant: Literacy and Basic Skills	0	
8.2.4	TCU Grant: OYAP	91,637	
8.2.5	TCU Grant: Ontario Employment Benefits and Support Measures (EBSM), formerly LDMA	0	
	Specify other grants from other ministries:		
8.2.6		0	
8.2.7		0	
8.2.8	<b>Subtotal - Grants from Other Ministries</b>	91,637	
8.3	<b>Other Grants - Non-GREs (specify):</b>		
8.3.1		0	
8.3.2		0	
8.3.3	<b>Subtotal - Other Grants (Non-GRE)</b>	0	
9	Grant accrual re. 2008 accrued tax adjustment	0	
10	Prior years' grant adjustments (specify):		
10.1		0	
10.2		0	
10.3	<b>Subtotal - Grant Adjustments</b>	0	
10.4	<b>Total Other Operating and Capital Grants and Prior Year Adjustments</b> <i>...(Item 8.1.19 + Item 8.2.8 + Item 8.3.3 + Item 10.3)</i>		211,637
11	<b>TOTAL REVENUE</b>		33,162,384
	<b>SURPLUS/DEFICIT - OPERATING FUND BALANCE CALCULATION</b>		
12	<b>Opening Accumulated Surplus/(Deficit) - Operating Fund Balance</b>		0
12.1	<b>Plus: Operating Fund Revenue</b>		33,162,384
12.2	Less: Adjusted Expenditures for Compliance		32,028,112
12.3	Plus: Transfers from (to) Capital Fund		-1,134,271
12.4	Plus: Transfers from (to) Reserves Fund		0
12.5	Plus: Transfers from (to) School Activities Fund		0
12.6	<b>In-Year Surplus/(Deficit) - Change in Operating Fund</b>		1
12.7	<b>Closing Accumulated Surplus/(Deficit) - Operating Fund Balance</b>		1

**Schedule 10 - Operating Fund - Expenditures - Page 1**

Expenditures Categories		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Rep. Furn. and Equip.
<b>CLASSROOM</b>		02	03	04	05	06
Class. Teachers	51	11,931,488	1,856,259		20,800	
Supply Teachers	52	611,700	51,421			
Teacher Assistants	53	1,625,674	496,243			
Textbooks/Supplies	55				645,901	10,426
Computers	54				0	218,000
Prof./ParaProf./Tech.	56	534,286	124,112		373,326	12,000
Library/Guidance	57	817,651	167,595		8,453	
Staff Develop.	58	53,500	3,208	178,475		
Department Heads	67	0	0			
<b>Subtotal</b>		15,574,299	2,698,838	178,475	1,048,480	240,426
<b>NON_CLASSROOM</b>						
Principals and VPs	61	1,609,092	98,874	22,000	19,369	
School Office	62	851,909	203,479	8,300	133,406	5,670
Coord. and Consult.	59	306,173	50,410		17,400	0
Continuing Ed.	63	0	0	0	0	0
<b>ADMINISTRATION</b>		02	03	04	05	06
Trustees	64	72,546	5,402	21,000	18,000	
Dir./Supv. Officers	65	379,600	29,312	5,500	27,600	
Board Admin.	66	623,306	136,429	63,607	209,232	52,030
<b>TRANSPORTATION</b>						
Pupil Transp.	68	0	0	0	0	0
Transp.- Prov. sch.	69	0	0	0	0	0
<b>PUPIL ACCOMMODATION</b>						
Sch. Oper./Maint.	70	2,202,304	461,147	28,000	1,606,146	10,000
School Renewal	71					
Good Places to Learn	75					
New Pupil Places, Best Start	72					
Growth Schools, PCS, Cap. Trans. Adj., PTR	76					
Other Cap./Appr.Debt	73					
<b>OTHER</b>						
Other Non-Oper. Exp.	78	0	0	0	0	
Contingency fund / Unallocated expenditures	81					
Year End Savings	82					
<b>TOTAL EXPENDITURE</b>	90	21,619,229	3,683,891	326,882	3,079,633	308,126
		02	03	04	05	06

**Schedule 10 - Operating Fund - Expenditures - Page 2**

Expenditures Categories		Interest Charges on Long Term Debt	Rental Expenditure	Fees & Contract. Serv.	Other	Transfer to Other Boards	Total Operating Expenditures
<b>CLASSROOM</b>		07	08	09	10	11	12
Class.Teachers	51		0	0			13,808,547
Supply Teachers	52						663,121
Teacher Assistants	53						2,121,917
Texts./Supplies	55		35,076	102,350	4,318		798,071
Computers	54	0	0	0			218,000
Prof/ParaProf/Tech.	56		0	2,000	0		1,045,724
Library/Guidance	57			0	0		993,699
Staff Develop.	58				0		235,183
Department Heads	67						0
<b>Subtotal</b>		0	35,076	104,350	4,318		19,884,262
<b>NON_CLASSROOM</b>							
Principals and VPs	61				0		1,749,335
School Office	62	0	23,120	6,850		0	1,232,734
Coord. and Consult.	59		0	0	0	0	373,983
Continuing Ed.	63		0	0	0	0	0
<b>ADMINISTRATION</b>		07	08	09	10	11	12
Trustees	64				17,000		133,948
Dir./Supv. Officers	65				5,200	0	447,212
Board Admin.	66	0	32,700	271,563	57,200	0	1,446,067
<b>TRANSPORTATION</b>							
Pupil Transp.	68	0	0	2,207,000	0	0	2,207,000
Transp. - Prov. sch.	69		0	0	0	0	0
<b>PUPIL ACCOMMODATION</b>							
Sch. Oper./Maint.	70	0	30,394	249,415	12,000		4,599,406
School Renewal	71	0		0	0		0
Good Places to Learn	75	112,931					112,931
New Pupil Places, Best Start	72	0	0	0	0		0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0	0		0
Other Cap./Appr.Debt	73	0			0		0
<b>OTHER</b>							
Other Non-Oper. Exp.	78				128,014	0	128,014
Contingency fund / Unallocated expenditures							96,414
Year end savings	82						0
<b>TOTAL EXPENDITURE</b>	90	112,931	121,290	2,839,178	223,732	0	32,411,306
		07	08	09	10	11	12

**Schedule 10ADJ - Operating Fund - Adjusted Expenditures for Compliance**

Expenditure Categories (as used in Uniform Code of Accounts)		Total Operating Expenditures	Total Adjustments	Adjusted Expenditures for Compliance
<b>CLASSROOM</b>		<b>12</b>	<b>18</b>	<b>19</b>
Classroom Teachers	51	13,808,547	-513,805	13,294,742
Occasional / Supply Teachers	52	663,121	0	663,121
Teacher Assistants	53	2,121,917	-36,019	2,085,898
Textbooks, Learning Materials & Classroom supplies & Equipment	55	798,071	0	798,071
Classroom Computers	54	218,000	0	218,000
Professionals, Paraprofessionals and Technicians	56	1,045,724	1,459	1,047,183
Library & Guidance	57	993,699	5,091	998,790
Staff Development	58	235,183	0	235,183
Department Heads	67	0	0	0
<b>Sub-total</b>		<b>19,884,262</b>	<b>-543,274</b>	<b>19,340,988</b>
<b>NON-CLASSROOM</b>				
Principals & Vice-Principals	61	1,749,335	43,919	1,793,254
School Office - Secretarial & Supplies	62	1,232,734	40,059	1,272,793
Coordinators & Consultants	59	373,983	-21,666	352,317
Continuing Education, Summer School & International Language	63	0	0	0
<b>ADMINISTRATION</b>		<b>12</b>	<b>18</b>	<b>19</b>
Trustees	64	133,948	0	133,948
Directors & Supervisory Officers	65	447,212	37,958	485,170
Board Administration including non-instructional operations, maintenance and capital	66	1,446,067	23,549	1,469,616
<b>TRANSPORTATION</b>				
Pupil Transportation (excl. transportation to/from provincial schools)	68	2,207,000	0	2,207,000
Transportation to/from provincial schools	69	0	0	0
<b>PUPIL ACCOMMODATION</b>				
Operations & Maintenance - Schools	70	4,599,406	-19,903	4,579,503
School Renewal	71	0	0	0
Good Places to Learn	75	112,931	56,164	169,095
New Pupil Places, Best Start	72	0	0	0
Growth Schools, PCS, Cap. Trans. Adj., PTR	76	0	0	0
Other Capital and Approved Debt	73	0	0	0
<b>OTHER</b>				
Other - Non-Operating Expenditure	78	128,014	0	128,014
Contingency fund / Unallocated expenditures	81	96,414		96,414
Year end savings	82	0		0
<b>TOTAL EXPENDITURE</b>	<b>90</b>	<b>32,411,306</b>	<b>-383,194</b>	<b>32,028,112</b>

3	<b>Schedule 13 - Day School Enrolment</b>		
	<b>Average Daily Enrolment</b>		
	Pupils of the board	Other pupils	Total
	<b><u>Elementary</u></b>		
3.1	Junior Kindergarten	29.50	
3.2	Kindergarten	32.00	
3.3	Grades 1 to 3	246.00	
3.4	Grades 4 to 8	516.00	
3.5	<b>Elementary Day School</b>	823.50	25.50
	<b><u>Secondary - pupils less than 21 years</u></b>		
3.6	Secondary Day School - Grade 9 to 12	945.00	130.50
3.7	Independent Study	0.00	0.00
3.8	<b>Total Secondary Day School</b>	945.00	130.50
3.9	<b>Total Day School</b>	1,768.50	156.00
	<b><u>Secondary - pupils 21 years and over</u></b>		
3.10	Secondary Day School - Grade 9 to 12	11.50	0.00
3.11	Independent Study	0.00	0.00
3.12	<b>Total Adult Day School</b>	11.50	0.00

**Section 1 - Summary of Allocation**

1.1	Pupil Foundation	8,098,749
1.1.1	Primary Class Size Allocation	245,788
1.1.2	School Foundation	2,514,555
1.2	Special Education	2,218,289
1.3	Language	156,929
1.4	Learning Resources for Distant Schools and Outlying (Supported) Schools	3,143,301
1.5	Remote and Rural	2,074,456
1.5.1	Rural and Small Community Allocation	36,555
1.6	Learning Opportunity	710,351
1.7	Adult Education, Continuing Education and Summer School (including international languages and PLAR)	31,133
1.8	Cost Adjustment and Teacher Qualification and Experience	944,660
1.8.1	New Teacher Induction Program (NTIP)	20,000
1.9	Transportation	1,739,540
1.10	Administration and Governance	1,640,717
1.11	School Operations	3,773,363
1.11.1	Community use of schools	105,637
1.12	Declining Enrolment Adjustment	347,411
1.13	Program Enhancement	144,750
1.14	First Nation, Métis and Inuit Education Supplemental Allocation	45,559
1.15	Safe Schools	80,747
1.16	<b>TOTAL: OPERATING</b> .....(Sum of items 1.1 to 1.15)	28,072,490
1.17	School Renewal	998,170
1.18	Good Places to Learn	194,095
1.19	New Pupil Places	0
1.20	Growth Schools	0
1.21	Pupil Accommodation Allocation - Primary Class Size Reduction	0
1.22	Best Start Allocation	0
1.23	Prohibitive to repair allocation	0
1.24	Capital Transitional Adjustment Allocation	0
1.25	Outstanding Capital Commitments	124,727
1.26	Debt Charges	0
1.27	Permanent Financing of NPF	128,014
1.30	<b>TOTAL ALLOCATIONS</b>	29,517,496
	Deduct:	
1.40	Tax Revenue	4,681,048
	.....(Tax Revenue Item 14.1.8 less territorial district adjustment, item 14.2.3)	
1.40.1	Tax revenue adjustment for 2008 Calendar Year variance (Item 14.1.9) (Note)	0
1.41	Individuals - Day School, Ontario Residents	0
	<b>Savings from strike or lock-out:</b>	
1.45	Salaries, wages and employee benefits that are not payable as a result of employees withholding their services or a lockout.	0
1.46	Expenditure approved by the Minister that is attributed to the withholding of services by employees or a lockout.	0
1.47	Net Savings	0
	.....(Item 1.45 less item 1.46)	
1.50	<b>Total Legislative Grant</b> .....(Item 1.30 less (sum of Items, 1.40, 1.40.1, 1.41 and 1.47)	24,836,448
	Ministry adjustment (for ministry use only)	
1.51	Permanent Financing of NPF	-128,014
1.52	Primary Class Size Reduction	0
1.53	OFA Loans	-169,095
1.54		0
1.55	Total Ministry adjustment .....Item 1.51 + 1.52 + 1.53 + 1.54	-297,109
1.60	<b>Base for Grant Advances</b> .....(Item 1.50 + Item 1.55)	24,539,339

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

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No. 48**  
**Date:** June 23, 2008

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

**FROM:** Wayne Chiupka, Manager of Plant Services/Transportation

**SUBJECT:** George O'Neill PS Project Update - Final

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### **Background:**

In March of 2007, the Board gave approval for the George O'Neill Public School Renovation to proceed.

The objective was to create a new face for the school, while also making the school equal to all of the other schools in the Board with regard to being a modern, comfortable, and pleasant learning environment of which the children could be proud.

After much work, patience, and support from everyone, the project reached completion in early 2008, slightly behind the proposed schedule.

The results of the project were right on track with the original intention. The school now had a welcoming front entrance, was fully handicap accessible, had convenient visitor parking, a welcoming office, and contained many new or renovated spaces for education to take place within.

A new modern child care facility further welcomed the community, and new parents, to the school.

### **Current Situation:**

Now that the work has been completed, the final cost of the project has been reconciled and the results are as shown in the attached file GOPS Reconciliation 2008Fa.

Overall, the costs were on target with the total cost of the project closely matching the approved budget.

### **Administrative Recommendations:**

That the Superior-Greenstone DSB receive as information Report No. XX: George O'Neill Public School Project Update.

Respectfully submitted by:

Wayne Chiupka  
Manager of Plant Services

Patti Pella  
Director of Education

# **GOPS Final Project Reconciliation**

prepared by W Chiupka

June 2008

## **Budget**

	Budgeted Cost	<b>Budget Breakdown</b>		
		<u><b>FinnWay</b></u>	<u><b>Architect</b></u>	<u><b>Other</b></u>
Board approved March 19, 2007				
Base Contract	2,085,000	2,085,000		
Lockers & Whiteboards	25,500	25,500		
Rear stairwell expansion	177,500	177,500		
Brickwork	13,900	13,900		
Furniture and Equipment	55,000			55,000
Bus loading zone and parking development	30,000			30,000
Contingency	100,000	100,000		
Architect Fees	225,000		225,000	
<b>Sub total</b>	<b>2,711,900</b>	<b>2,401,900</b>	<b>225,000</b>	<b>85,000</b>
GST extra				

## **Funding:**

### **Total Budget Approved by Board**

Main Project Renovation/Renovation Work	\$	2,401,900	Funding	
Architect and Engineering	\$	225,000	Funding	
Furniture and Equipment	\$	55,000	Funding	
Bus loading zone and parking development	\$	30,000	Funding	
<b>Total:</b>	<b>\$</b>	<b>2,711,900</b>	<b>Funding</b>	GST extra

## **Expenses: (actual)**

Main Project Renovation/Renovation Work	\$	2,390,965	Expense	
Architect and Engineering	\$	228,617	Expense	
Furniture and Equipment	\$	55,037	Expense	
Bus loading zone and parking development	\$	30,943	Expense	
Other related work (permits, etc)	\$	22,362	Expense	
Other	\$	-	Expense	
<b>Total:</b>	<b>\$</b>	<b>2,727,924</b>	<b>Expense</b>	GST extra

## **Other Funding Sources:**

Best Start Grant	\$	109,000	Funding	
Brass Bell Daycare donations	\$	30,086	Funding	
Best Start roof drain relocation credit	\$	3,000	Funding	
<b>Total Other funding Received:</b>	<b>\$</b>	<b>142,086</b>	<b>Funding</b>	

## **Other Capital Work - RECAPP:**

Capital Work - RECAPP/Renewal carried out at the same time as the above project, but not included in above numbers.	\$	162,223	Funding for this work came from RECAPP/GPL Capital funds.
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## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 49  
**Date:** June 23, 2008

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

**FROM:** Wayne Chiupka, Manager of Plant Services/Transportation

**SUBJECT:** Partial Roof Replacement GCHS Tender

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### **Background:**

Last year the Plant Services Department began the replacement of roof sections at Geraldton Composite HS through the 5 Year Capital Plan. Due to the large amount of roof area, the replacement is being staged, a section at a time, so that over approximately 5 to 7 years, the majority of the roof will be done. The worst sections are being addressed first, with the rest to follow as leaks and problems become evident.

### **Current Situation:**

A tender for a partial roof replacement has been advertised and five bids were received. The lowest tender was submitted by Racco Industrial Roofing of Thunder Bay (a Division of Rugged Air Systems Ltd.) in the amount of one hundred eighty four thousand, nine hundred dollars (\$184,900), GST extra. Overall, the bidding was very close with a spread of just over fifteen thousand dollars from highest to lowest bidder.

It is recommended that the contract for Partial Roof Replacement GCHS Tender be awarded to Racco Industrial Roofing with the work to be carried out during the summer of 2008.

### **Administrative Recommendations:**

**That**, the Superior-Greenstone DSB receives Reports No. 49: Partial Roof Replacement Geraldton Composite High School Tender as presented.

**That**, the Superior-Greenstone DSB awards the tender for the Partial Roof Replacement at Geraldton Composite High School to **Racco Industrial Roofing**, in the amount of one hundred and eighty-four thousand, nine hundred dollars (\$184,900), GST extra.

Respectfully submitted by:

Wayne Chiupka  
Manager of Plant Services

Patti Pella  
Director of Education

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 50  
**Date:** June 23, 2008

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

**FROM:** Wayne Chiupka, Manager of Plant Services/Transportation

**SUBJECT:** Coterminous Transportation Agreement

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### **Background:**

The Superior-Greenstone District School Board currently provides transportation service to our coterminous boards under a formal agreement for shared transportation services.

This agreement was first put into place in September of 2001 and has resulted in savings to all partner boards, as only one fleet of buses is used to service all 4 member boards.

The service works under the understanding that all boards will provide similar levels of transportation, under similar policies, and pay according to the number of students that use the service via a sharing formula.

### **Current Situation:**

The Ministry of Education has recently required boards to increase the level of sharing and to enter into formal Consortium Agreements with their coterminous boards, while more closely matching service available to each member board so that transportation does not become a factor for a parent selecting which school their children might attend.

As a result, the current Shared Transportation Agreement will need to be replaced with a more modern and relevant agreement that better meets the Ministry's expectations. Over the past year, the coterminous board transportation administrators have worked together to compile a new agreement. This new agreement is attached in the file: East of Thunder Bay Transportation Consortium Agreement 2008.

With this agreement in place, the coterminous boards will be further compliant with the Ministry of Education requirements for school transportation services, with more equal services provided.

### **Administrative Recommendations:**

**That**, the Superior-Greenstone DSB receives Report No. 50: Coterminous Transportation Agreement as presented.

**That**, the Superior-Greenstone DSB enter into the East of Thunder Bay Transportation Consortium Agreement for Shared Transportation with:

- Superior North Catholic District School Board #34B
- Conseil scolaire de district du Grand Nord de l'Ontario -#57, and
- Conseil scolaire de district catholique des Aurores boréales -#62.

Respectfully submitted by:

Wayne Chiupka  
Manager of Plant Services

Patti Pella  
Director of Education

**EAST OF THUNDER BAY TRANSPORTATION CONSORTIUM**

**AGREEMENT** entered into this \_\_\_\_ day of \_\_\_\_\_ 2008,

**B E T W E E N:**

***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD #6B***

hereafter called "SGDSB " or "School Board"

-and-

***CONSEIL SCOLAIRE DU DISTRICT DU GRAND -NORD DE L'ONTARIO #57***

hereafter called "CSDGNO " or " School Board"

-and-

***SUPERIOR NORTH CATHOLIC DISTRICT SCHOOL BOARD #34B***

hereafter called "SNCD SB " or " School Board"

-and-

***CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DES AURORES BORÉALES #62***

hereafter called "CSDCAB " or " School Board"

WHEREAS all parties hereto are hereafter collectively referred to as the "School Boards" and individually as "School Board" as the case may be;

AND WHEREAS the School Boards are constituted by and under the authority of the Education Act of Ontario;

AND WHEREAS the School Boards have created a Consortium which enables them to reduce cost and eliminate some duplication in the extension and provision of services. This agreement would override/supersede all previous transportation agreements between all the school boards.

Now therefore in consideration of the mutual obligations and terms hereafter set forth, in witness the parties hereto agree as follows:

## **1. CONSTITUTION**

- 1.1 The School Boards hereby constitute an equal partnership to be known as the East of Thunder Bay Transportation Consortium, hereafter called the “Consortium” for the purposes of providing common transportation services to their respective pupils and students located in the jurisdiction of the Consortium.
- 1.2 The motivation behind the creation of the Consortium is the anticipated financial and operational efficiencies to be achieved by the respective parties hereto as a result of collectively participating in the provision of services and the elimination of duplication. There is also the hope and expectation that the provision and/or the purchasing of services or goods in common by the Consortium can attract favourable price adjustments which otherwise are unavailable to the individual parties.

## **2. BOARD OF DIRECTORS (ADMINISTRATION):**

- 2.1 The Consortium shall be administered by a Board of Directors composed of four members (one from each school board).
- 2.2 The members of the Board of Directors of the Consortium shall be the Chief Financial Officer from each Board or their staff designate.
- 2.3 The Board of Directors shall, among other duties as may be required:
  - 2.3.1 be responsible for the establishment of all management and administration policies of the Consortium;
  - 2.3.2 arrange for the employ of senior officers of the Consortium and such other management personnel as deemed necessary;
  - 2.3.3 develop Consortium-wide strategic direction and policies relating to such services offered by the Consortium;
  - 2.3.4 establish operating procedures in concert with the Transportation Officer for all services offered by the Consortium which include operating procedures relating to transportation issues such as student discipline on buses, communications with parents, bus patrols, safety, inclement weather and safety procedures, etc. and other such operating procedures as may be required;
  - 2.3.5 coordinates Joint Transportation Committee meetings to follow up on any operational and discipline issues related to transportation of students of the Boards. Such meetings are to be held every 2<sup>nd</sup> month, or on an as need basis. Meetings may be a combination of face to face, teleconference or video conference.
  - 2.3.6 set budgets;
  - 2.3.7 set program priorities;

- 2.3.8 foster and facilitate inter-school board cooperation and sharing of information;
  - 2.3.9 establish cost-sharing formulae for services rendered provided;
  - 2.3.10 establish and periodically review the consortium administrative costs;
  - 2.3.11 establish and periodically review the administrative and per-pupil operating costs as well as overall savings benefiting the Consortium; and
  - 2.3.12 report to each School Board
  - 2.3.13 ensure that all services are provide, based on common policy and equality to all member boards
- 2.4 The Board of Directors shall operate by consensus and shall set the direction of the Consortium on matters that are common to all. Failing unanimity on any issue, the majority shall prevail.
- 2.5 The Board of Directors shall see to the provision of services necessitated by each participating Board to meet the needs of their respective clientele and the Boards' requirements.

### **3. MANAGEMENT**

- 3.1 Transportation Manager: The management of the Consortium operation shall be conducted by a Transportation Manager whose responsibilities, duties, benefits and privileges shall be those reasonably determined and assigned by the Board of Directors. The Transportation Manager shall be an employee of the Superior-Greenstone District School Board.
- 3.2 Transportation Coordinator: The day to day activities of the Consortium shall be the responsibility of the Transportation Coordinator who under his guidance shall ensure that transportation services are provided to eligible students on a fair and equitable basis, giving priority to safety together with maximizing the efficiency of operations. The Transportation Coordinator shall be an employee of the Superior-Greenstone District School Board.
- 3.3 Personnel: Other members of the Consortium personnel shall be hired as required and as determined by the Board of Directors.

#### **4. FINANCES**

- 4.1 All approved costs and expenses relating to the Consortium shall be financed by the participating School Boards from their respective Legislative Grants from the Ministry of Education. Each Board shall provide its share of financing according to a formula approved by the Board of Directors.
- 4.2 In spite of paragraph 4.1 above, defining the monetary obligations among the parties hereto, each participating School Board acknowledges that as a partner in the Consortium, it is jointly and severally liable to any creditor or third party for all financial obligations for which the consortium is legally liable for and, as a result, each School Board undertakes to indemnify and save harmless each of the other School Boards in this Agreement according to the financing formula defined above.
- 4.3 The spending authority of the Consortium shall be as defined in its approved annual budget as approved by the Board of Directors.
- 4.4 Any administrative costs of unforeseen expenses not budgeted for shall be shared by the Boards on an equitable basis or as determined by the Board of Directors and failing agreement; such expenses shall be shared on the basis of the formula in paragraph 4.1 above for the year in which the expenses were incurred.
- 4.5 Payments made by the participating school boards shall be made upon receipt of an invoice.
- 4.6 In the event that amendments to funding formulae are brought in by the Ministry of Education or any other governmental Authority which would impact on the Consortium's operations, financial or otherwise, the Board of Directors shall promptly address the issue and make appropriate recommendations to each Board.

#### **5. BILINGUAL SERVICES**

- 5.1 The parties hereto agree that all documentation (other than materials coming from elsewhere or produced outside the Consortium) shall be made available in both official languages. The parties will also encourage school transportation contractors to hire bilingual drivers, as much as possible.
- 5.2 Bilingualism, in this Article, means fluency in both official languages of Canada.
- 5.3 This Agreement will be completed and signed in both official languages and the English version shall be predominant.

## **6. WITHDRAWAL**

- 6.1 No party to this Agreement shall withdraw from the Consortium during a school year and without first giving at least twelve (12) months written notice to the Board of Directors of its intention to withdraw from the Consortium.
- 6.2 A withdrawing School Board shall be entitled to obtain, in printed form or electronically, as it shall prefer, all data held by the Consortium, related to the respective services provided by the Consortium to the withdrawing School Board.
- 6.3 Upon the withdrawal of a Board from the Consortium, the remaining School Boards shall have the sole authority and duty to decide the future of the Consortium.
- 6.4 Any withdrawing School Board will remain jointly and severally liable and responsible for all past activities of the Consortium while it was an active member of the said Consortium.
- 6.5 The withdrawing Board shall discharge and pay upon demand all debts and financial obligations owed to the Consortium.

## **7. ARBITRATION**

In the event of disagreement among the parties hereto which cannot be resolved, to the satisfaction of each member, it will be brought to the attention of the Director of Education first. In the event two of the School Boards request it, any matter arising under this Agreement which cannot be resolved may be referred to Arbitration in compliance with the provisions of the Arbitration Act of Ontario. Cost of arbitration will be considered part of administration cost.

## **8. MISCELLANEOUS**

- 8.1 The laws of the Province and the laws of Canada shall govern as to the interpretation, validity and in effect of this Agreement. The parties hereby consent and submit to the jurisdiction of the courts of the Province of Ontario in any action or proceeding instituted under this Agreement.
- 8.2 Should any provision of this Agreement be found to be invalid by a court of competent jurisdiction, that provision shall be deemed severed and the remainder of this Agreement shall remain in full force and effect.
- 8.3 The Head Office of the Consortium shall be located within the offices of the Superior-Greenstone District School Board offices.
- 8.4 This Agreement shall enure to the benefit of and be binding upon each of the parties hereto, their administrators, successors and assigns, receivers, trustees and any statutory successors.

- 8.5 This Agreement and the terms and conditions contained herein replace any prior agreement and arrangement among the Boards relating to the creation and operation of the Consortium and replace in full all the respective Board obligations, rights and benefits set forth in any such prior agreements or arrangements.

## **9. RESPONSIBILITIES OF THE TRANSPORTATION MANAGER**

### **9.1 Services to be provided by the Transportation Manager or designate employee**

- Prepare and request tender bids for services from operators.
- Create and maintain contracts with operators.
- Process payments to operators for services rendered as per contract.
- Accumulate data from all coterminous Boards, calculate allocation of costs based on ridership and provide details to participating Boards **prior to September 31<sup>st</sup> and March 31<sup>st</sup>.**
- Recover costs from coterminous School Boards on ridership basis
- Negotiate contract with operators and other service providers.
- Coordinate Board of Directors of the Consortium's Meetings
- Determine transportation needs based on policy and communication.
- Communicate with bus operators to ensure routes are set up and pick up points are established in time for September each year and provide details to the Administrating Board.
- Establish and follow up of bus stops for students of their Board.
- Communicate with bus operators and others relating to Board's use of the available transportation services.
- Communicate with principals of all said boards to relate parent information.

### **9.2 Principals' responsibilities of the respective school boards**

- Communicate with parents of children of that Board regarding aspects of service use.
- Gather and provision of all data required in carrying out ridership calculations and cost sharing to the Administrating Board **prior to November 15<sup>th</sup>.**
- Follow up operational and discipline issues related to students of their Board.
- Arrange payment and cost recovery, as applicable, of other transportation services above and beyond the service arranged by the Consortium.
- Communicate information from the Transportation Officer.



## **10. OPERATIONAL PROCEDURES**

### **10.1 Payment of Administration Fee**

In consideration of the transportation services provided, the SGDSB, CSDGNO, SNCDSB and CSDCAB, shall pay to the Consortium Board, fees in the amount shown in **Schedule 1** (attached). Said payment schedule shall be amended based on route and share of **ridership**, on or about **October 31** for the entire school year of service. Major route cost changes may cause redistribution of costs at any other time and shall be applied by mutual agreement only.

### **10.2 Transportation cost distribution**

The cost distribution will be determined by the board of directors of the Consortium. Each School Board agrees to pay one hundred percent (100%) of their shared costs.

10.3 Each School Board agrees to pay one hundred percent (100%) of costs incurred for other program transportation. Alternatively, schools may request such services, and be invoiced directly for them, in which case such services are not deemed to be covered by this agreement.

10.4 The non-conforming School Board agrees to pay one hundred percent (100%) of additional costs incurred by the Consortium for transportation services on non-similar calendar days.

10.5 For the consideration aforesaid, each school board (signing), for itself, its heirs, executors, administrators, successors and assigns shall indemnify and hold harmless, the SGDSB, CSDGNO, SNCDSB and/or CSDCAB, their successors and assigns, from any and all manner of damage or injury, risk claims, demands, actions, causes of action, damages and costs arising out of or incurred by reason of services performed under this Agreement and the schedule.

## 11. ACCEPTANCE OF CONTRACT

IN WITNESS WHEREOF the SGDSB, CSDGNO, SNCD SB and CSDCAB, have set their hands and seals and by their representatives duly authorized on that behalf,

### **BOARD**

**Superior-Greenstone  
District School Board**

SEAL

### **ADMINISTRATION**

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Date

**Superior North Catholic  
District School Board**

SEAL

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Date

**Conseil scolaire du District du  
Grand Nord de l'Ontario**

SEAL

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Date

**Conseil scolaire de district catholique  
des Aurores boréales**

SEAL

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Signing Officer

\_\_\_\_\_  
Date

## **Schedule 1**

1. **Payment for services received:** For the purposes of this agreement, a preliminary estimated monthly payment schedule shall be set up by the administering board, based on the service cost to each board from the previous year, until such time that the ridership and administration fees are finalized. Upon finalization, a revised payment schedule shall be created and adjustment invoices or credits shall be processed based on the finalized sharing rates.

Other adjustments may also be processed based on mutual agreement for such issues as: fuel escalator costs, route changes, winter busing, and ridership changes.

2. **Ridership** shall be calculated using a set of factors including:
  - JK to Grade 6 – 1.0 per direction of travel per student.
  - Grades 7 through OAC – 1.5 per direction of travel per student.
  - Direction of travel shall mean a trip “home to school” or “school to home” or “school to school” taking place on a daily occurrence and forming part of the main contracts negotiated by the Adminstrating Board with each Operator.
  - Transfers between buses will count the student on each bus route.
  - Reporting of riders to be at or around October 31 each year.
  - Overall cost of a given bus route to each board as calculated using the Schedule B bus route spreadsheet forming part of the bus contracts, between the Superior-Greystone DSB and the bus operators, where-in student rider information is entered for each board. This process shall be based on past practise unless otherwise mutually agreed.
3. **Administrative Fees** for services provided shall be applied as follows:
  - SNCDSB \$6948
  - CSDGNO \$788
  - CSDCAB \$2052

Payment of Administration Fee: In consideration of the transportation services provided, the SNCDSB, CSDGNO, and CSDCAB, shall pay to the Adminstrating Board, fees in the amount shown above.

It is understood that initially, the Administrative fees will be based on the above schedule. However, in the future, fees will be calculated based on the **actual cost of operating the Consortium**. This would include items identified in **Table 1** at the end of this Schedule; however this list is subject to change as mutually agreed by the parties to the agreement, based on the actual needs of the Consortium. It is further understood that the consortium is to operate on a full cost recovery basis, from the users, as pro-rated based on ridership.

4. For the purposes of the initial implementation of this agreement, the references to **Policy** shall mean pre-existing policies or current practises followed by the coterminous boards. Once a coterminous/joint policy has been developed and accepted by all coterminous boards, the terms of said policy shall be applied to this agreement.
5. This schedule may be changed at any time based upon mutual agreement of all parties to this agreement.

**Table 1**

**East of Thunder Bay Transportation Consortium**

**Ongoing Costs - Draft Budget**

Item No.	Description	Estimated Value
1	Salary for .10 Manager (incl 15% benefits). Suggested at 10% in exchange for a higher level staffer as Coordinator.	\$10,000
2	Salary for 1.0 Transportation Coordinator (incl 15% benefits)	\$72,000
3	Mileage cost for use of own vehicle	\$7,000
4	Other Travel expenses (meals, accomodation)	\$2,000
5	Telephone	\$2,000
6	Office rental cost (all inclusive heat, light power, parking, etc). Based on cost recovery only similar to other school/office space users within schools.	\$6,000
7	Accounting, Personnel, and related Administrative costs for SGDSB to oversee. Estimate at 15% of total annual operating budget of 154,000	\$23,100
8	Training and PD expenses	\$3,000
9	GPS tracking expenses for remote routes that require	\$12,000
10	Transportation Routing Software (Edulog, Bus Stops, Trapeze, etc)	\$40,000

**Annual Operating Total: \$177,100**

**One Time Start Up Costs - Draft Budget**

1	One time Expense for Furniture and Equipment (could try to find used equipment in partner boards).	\$10,000
2	One time Expense for GPS equipment	\$3,000

**One time Start up Expenses: \$13,000**

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No: 51**

**Date:** June 23, 2008

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

**FROM:** Cathy Tsubouchi, Manager of Accounting Services

**SUBJECT:** Internal Audit Report for 2008

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### **Background**

Our Annual Audit Plan was approved by the Board in January 2008. Under that plan, the following schools were visited: Marjorie Mills Public School, B. A. Parker Public School and Geraldton Composite High School.

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

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

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

### **Findings**

#### **Enrolment**

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

#### **Cash Handling**

Controls for distribution of Petty Cash funds were in place at the schools visited and School Cash fund bank reconciliations were being reviewed by Site Administrators.

#### **Inventory**

Equipment removed from inventory at Marjorie Mills Public School was not properly documented on a disposal form. Staff was advised once again of the disposal forms.

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

#### **Purchasing**

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.

**Audit Recommendations**

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

**Board Recommendations**

That, the Superior-Greenstone DSB receives Report No. 51: Internal Audit for 2008 as presented.

That, the Superior-Greenstone DSB accept 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 2007 INTERNAL AUDIT REPORT**

1. 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:**        **Petty Cash vouchers were being used. However, the vouchers at one of the schools were not being filed with the receipts that were forwarded to the Board Office for reimbursement. The school has been advised to keep the voucher with the receipt.**

2. It is recommended that school administrators review and approve school funds bank reconciliations monthly.

**STATUS:**        **This was being done at all schools visited this year.**

3. 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 still an issue this year. See Inventory section.**

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

**STATUS:**        **This was being done at all schools visited this year.**

5. It is recommended that one person in the school be designated to received orders and verify their contents to the packing slip before distributing the order.

**STATUS:**        **This was not an issue this year.**

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

## **BY-LAW NO. 113**

A By-law to levy taxes.

**Whereas** subsection 257.7(1) of the *Education Act* requires the Board to levy the tax rates prescribed under section 257.12 of the *Education Act*,

**And Whereas** Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the *Education Act*,

**And Whereas** section 21.1 of the *Provincial Land Tax Act* requires the Board to levy tax rates for provincial purposes;

**And Whereas** Ontario Regulation 439/98 prescribes the tax rates to be levied under section 21.1 of the *Provincial Land Tax Act*,

**NOW THEREFORE THE TRUSTEES OF THE SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD ENACT AS FOLLOWS:**

1. The rates set out in Ontario Regulation 400/98 for 2008 are hereby levied within the area of jurisdiction of the Board on the property indicated in section 257.7 of the *Education Act*.
2. The rates set out in Ontario Regulation 439/98 for 2008 are hereby levied within the area of jurisdiction of the Board on the property indicated in section 21.1 of the *Provincial Land Tax Act*.

Read a First, Second and Third Time, this 23rd day of **June 2008**.

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Chair

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Secretary to the Board



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 52  
**Date:** June 23, 2008

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

**FROM:** Cathy Tsubouchi

**SUBJECT:** Disbursements Report for May 2008

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### **Background**

In June 2007, the Board approved the 2007/2008 Budget of \$33,890,326.

2007/2008 Original Budget	\$33,890,326
Various Additional Grants	941,644
Adjusted 2007/2008 Budget	\$34,831,970

Based on the above, average spending for each month should be approximately \$2,900,000. 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 2008 were \$3,133,907.92. Our spending for the month exceeds the average for the following reasons:

<b>Total Disbursements for the period</b>	<b>\$3,133,907.92</b>
<b>Less unusual items for the month:</b>	
June Receiver General payment issued in May	<u>(305,000.00)</u>
<b>Adjusted Total</b>	<b>\$2,828,907.92</b>

With the removal of unusual items, monthly spending is in line with the average.

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

### **Administrative Recommendations**

That Superior-Greenstone DSB Board receives as information Report No. 52: Disbursements for May 2008.

Respectfully submitted,

Cathy Tsubouchi  
Manager of Accounting Services

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 53**  
**Date:** June 23, 2008

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

**FROM:** Barbara Draper, Coordinator of Human Resource Services

**SUBJECT:** Personnel Report – June 23, 2008

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**That**, the Superior-Greenstone DSB receives as information Report No.53: Personnel, dated June 23, 2008.

***I ADMINISTRATION***

**1. TRANSFERS, CHANGES IN ASSIGNMENT**

Please contact Human Resource Services Department.

**2. APPOINTMENTS**

Please contact Human Resource Services Department.

***II TEACHING STAFF***

**1. APPOINTMENTS**

Please contact Human Resource Services Department.

**2. RESIGNATIONS**

Please contact Human Resource Services Department.

Please contact Human Resource Services Department.

**3. LEAVE OF ABSENCE**

Please contact Human Resource Services Department.

**4. OTHER**

Please contact Human Resource Services Department.

Please contact Human Resource Services Department.

Barbara Draper  
Coordinator of Human Resource Services  
***Reference: Regular Board Meeting June 23, 2008***



## ***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)

June 10, 2008

Honourable Kathleen O. Wynne, M.P.P.  
Minister of Education  
900 Bay Street, 22<sup>nd</sup> Floor  
Mowat Block  
Toronto, ON M7A 1L2

The Honourable Michael Gravelle, M.P.P.  
Minister of Northern Development and Mines  
5630-99 Wellesley Street West  
5<sup>th</sup> Floor, Whitney Block  
Toronto, ON M7A 1W3

Dear Ministers:

The Board of Trustees of the Superior-Greenstone District School Board recognizes that the Ministry of Education's Supported Schools Allocation clearly benefits education delivery in our schools. The Program Enhancement Grant in support of programs and activities such as arts, music, physical education, is also welcome and well used in our largely rural educational facilities.

The availability of these grants helps us to deliver program and kindle the motivation and self-improvement that propel our students forward. Our students find their wings and then at the precipice of being able to soar, those well-earned feathers get clipped.

This analogy refers to the reality our students encounter when, through their effort in extra-curricular activities, such as participation on school sport teams or in the dramatic and creative arts, they may garner a championship berth, only to find they are grounded due to lack of financial resources.

A recent example is during this year's basketball season when students in one area high school won the championship at the local level and then the regional level (Northwestern Ontario Secondary School Athletic Association). The next stage of competition at the Ontario Federation Secondary Athletic Association championship level was in jeopardy due to lack of funds.

We are writing to request that the ministry consider that students who strive to be the best be afforded the opportunity to test their mettle against teams and or student colleagues of similar ilk, be it sports, art, music or other.

Local and regional inter-urban school competition in metropolitan centers does not require that hundred's of kilometer between sites be traveled, as is the situation for our board. Travel budgets are not depleted in urban boards as often happens in our schools when more than two bus trips can make a significant dent in schools' extra-curricular travel funds.

Honourable Ministers: K. Wynne and M. Gravelle  
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The high fuel costs being experienced all over Ontario are even more pronounced in Northern Ontario where in some places, patrons and bus operators are paying more than \$1.35 per litre. Long distance travel (some inter-school travel involves a five-hour, one-way trip) can be prohibitive not just because of high fuel cost, but also because of provincial changes in bussing regulations.

Provincial changes in bussing regulations require bus drivers to break after 16 hours of operation. This impacts funding when our students travel to either northern or southern Ontario. Hotel accommodations and extra meals cost are the result.

At its Board meeting on Tuesday, May 20, 2008, the Board of Trustees for the Superior-Greenstone District School Board carried the following motion in reference to the barriers that our students meet on a financial basis.

**Resolution No. 159/08**

*✓ That, the Superior-Greenstone DSB communicate to the Ministry of Education, and the local MPP regarding the barriers to funding faced by Northwestern Ontario students who participate in extra-curricular activities.*

With respect, the Trustees of Superior-Greenstone District School Board urges the ministry to explore ways to address the severe inequity of opportunity inherent in Northwestern Ontario. It is ironic that our students who win a berth into championship event are met with defeat over funding logistics; their success thwarted by cost and distance factors.

Yours sincerely,

Mark Mannisto, Board Chair  
Superior-Greenstone District School Board

MM:rmj

Cc: Superior-Greenstone DSB Trustees  
SGDSB School Councils  
Patti Pella, Director of Education  
Michael Clancy, Marathon ON  
District School Boards (NWO)