

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Our Mission: "Inspiring our students to succeed and make a difference"
 Our Vision: "We are leaders in providing quality learning experiences in our small school communities"
 Our Values: "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"
 Our Motto: "Small schools make a difference"

Videoconference Site Locations

Superior-Greenstone District School Board (SGDSB) 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS) 200 Manitou Road W., Manitouwadge, ON
 Lake Superior High School (LSHS) Hudson Drive, Terrace Bay, ON
 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 2016/06

A G E N D A

Monday, June 20, 2016 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

Board Chair: P. McRae

Director: David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: D. Skworchinski

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

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

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Figliomeni, Kim						McIntyre, Margaret					
Fisher, Matthew						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Zeleny, Olivia (Student)					

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Morden-Cormier, Nicole: <i>Superintendent of Education</i>					
Eddy, Suzanne: <i>Assistant to the Director</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Paris, Marc: <i>Coordinator of Plant Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Joanette, Rose-Marie: <i>Administrative Assistant to Director</i>					

2.0 Regular Meeting Call to Order

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 20, 2016 be called to order at _____ p.m.*

3.0 Approval of Agenda

✓ *That, the agenda for the Superior-Greenstone DSB 2016/06 Regular Board Meeting, June 20, 2016 be accepted and approved.*

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

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

1. Regular Board Meeting 2016/06: May 24, 2016

(Attached)

5.2 Board Policy Review Committee: June 7, 2016

(To follow separately-D. Tamblyn)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of June 7, 2016 and approves as reviewed:*

- P-204 Trustee Associations
- P-205 Cooperation with Other Boards
- P-211 Electronic Attendance
- P-214 Meta Policy
- P-308 Student Fees
- P-501 School Visitors
- P-718 Footwear
- P-905 Pupil Accommodation

to be posted to the Board website with an implementation date of June 21, 2016, and all of which shall supersede any previous policies

5.3 Occupational Health and Safety: Minutes June 8, 2016

(Attached)

✓ *That, the minutes of the Occupational Health and Safety Committee held on June 8, 2016 be acknowledged as received*

6.0 Business Arising Out of the Minutes**6.1 Board Report No 35 Dated May 24, 2016 Tabled by Resolution No. 70/16 A Discussion Regarding Resolution No 69/16 as follows:**

(Attached)

That, that Superior-Greenstone DSB amend motion 56/12 dated May 22, 2012 that effective September 1, 2012 the Board have one student trustee representative, by striking 2012 and inserting 2016 and by striking one (1) student representative and inserting two (2) student trustee representatives.

7.0 Delegations and/or Presentations

- 7.1 Excellence in Education
Kindness is Growing at Nakina Public School (Presenters: Principal Kathleen Schram & Teacher, Amber Gallant & Student, Shelby Sitar)
- 7.2 Excellence in Education
Student Work Study Teachers (Presenters: Leslie Blackwood & Shawney-Lynn Brunzlow-Tuuri)
- 7.3 Update: Student Trustee Olivia Zeleny

8.0 Reports and Matters for Decision

- 8.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 8.1.1 Board Audit Committee (M. Mannisto)
 - 8.1.2 Board Policy Review Committee (D. Tamblyn / M. McIntyre)
 - 8.1.3 Native Education Advisory Committee (D. Tamblyn)
 - 8.1.4 Occupational Health & Safety Committee (W. Chiupka / M. Paris)
 - 8.1.5 Parental Involvement Committee (D. Tamblyn)
 - 8.1.6 Special Education Advisory Committee (K. Figliomeni)
- 8.2 Superior-Greenstone DSB Special Education Plan 2016 (Attached)
- ✓ *That, the Superior-Greenstone DSB accepts the June 14, 2016 recommendation from SEAC to post the Special Education Plan 2016, effective July 31, 2016.*

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: C. Tsubouchi
Business /Negotiations Chair: Mark Mannisto

- 9.1 Report No. 36
OSBIE Insurance Amendments and Renewal 2017-2021 (Attached – C. Tsubouchi)
- ✓ *That, the Superior-Greenstone District School Board is in agreement with the proposed amendments to the Ontario School Boards' Insurance Exchange (OSBIE) Reciprocal Agreement for School Boards and Board Organizations and that Administration is hereby authorized to execute Appendix F on behalf of the Board and submit it as requested by OSBIE;*
- ✓ *That, the Superior-Greenstone District School Board renew our insurance coverage with the Ontario School Boards' Insurance Exchange for the period from January 1, 2017 to December 31, 2021.*
- 9.2 Report No. 37
2015-2016 Interim Report No. 2 (Attached – C. Tsubouchi)

- 9.3 Report No. 38
2016/17 Preliminary Budget (Attached – C. Tsubouchi)

✓ *That, the Superior-Greenstone District School Board having received Report No. 38: 2016/17 Preliminary Budget approve the addition of a 0.50 FTE Elementary Curriculum Facilitator of Native Language and Indigenous Studies and a 1.0 FTE Numeracy School-Based Facilitator.*

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 10.1 Report No. 39
Director's Monthly Report- June 2016 (Attached – D. Tamblyn)

- 10.2 Report No. 40
2016 Summer Break and Board Business (Attached - D. Tamblyn)

✓ *That, the Superior-Greenstone DSB having received Report No. 40: 2016 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 18, 2016, and*

✓ *That, Administration be authorized, in conjunction with available trustees to conduct the business of the Board as the need may arise during July and August 2016.*

11.0 Reports of the Education Committee

Superintendent of Education: N. Morden-Cormier
Suzanne Eddy: Assistant to Director
Education Chair: Mark Mannisto

- 11.1 Report No. 41
Educational Assistant Staffing 2016-2017 (To follow separately – Will Goodman)

✓ *That, the Superior-Greenstone DSB having received Report No. 41 Educational Assistant Staffing 2016-2017 approves this staffing as presented.*

- 11.2 Report No. 42
Mental Health Annual Report (Attached – George Drazenovich)

12.0 New Business

Board Chair: P. McRae

- 12.1 Board Chair
12.1.1 a) Minister's Letter re Collaborative Professionalism re PPM 159 (Attached-Separately)
b) Program Policy Memorandum 159 (Attached)

- 12.2 Trustee Associations and Other Boards
12.2.1 Report No. 43
OPSBA April Board of Director Meeting (Attached – M. Mannisto)

- 12.3 Future Board Meeting Agenda Items

13.0 Notice of Motion**14.0 Observer Comments**

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

PART II: Committee of the Whole Board

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

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

(Attached)

15.1 Agenda: Committee of the Whole Board – Closed

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

15.2 Rise and Report from Closed Session

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

16.0 Report of the Committee of the Whole Closed Section B

- 16.1** ✓ *That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:*
1. Regular Board 2016/06: May 24, 2016

16.2 Other Recommendations from Committee of the Whole Closed Session
(This section may be used as required coming out of closed session)

✓ *That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:*

- (list motions here which may apply)

17.0 Adjournment

✓ *That, the Superior-Greenstone DSB 2016/07 Regular Board Meeting, Monday, June 20, 2016 adjourn at _____, p.m.*

<u>2016 - Board Meetings</u>		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, July 18	Monday, September 26	Monday, November 21
Monday, August 22	Monday, October 17	Monday, December 5 (1:00 p.m.)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2016/07

Committee of the Whole Board: Closed Session.

Monday, June 20, 2016

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

A G E N D A

Board Chair: P. McRae

Director: David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: _____

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 Update: Negotiations (C. Tsubouchi)
 - 3.1 P/VP
 - 3.2 SEIU
 - 3.3 Non-Union
- 4.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2016-06: May 24, 2016 (Attached - P. McRae)
- 5.0 Report No. 32
2015-2016 Director's Performance Review (Attached - D. Tamblyn)
- 6.0 Board Self-Assessment: Governance Performance (P. McRae)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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 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 2016/06**MINUTES**

Tuesday, May 24, 2016 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

Board Chair: P. McRae

Director: David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: RM. Joannette

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

Section (A): – (open to public): 6:38 p.m.
 Section (B) In-Camera: – (closed to public) 8:20 p.m.

1.0 Roll Call

<u>Trustees</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Figliomeni, Kim		X				McIntyre, Margaret	X				
Fisher, Matthew		X				McRae, Pauline (Pinky)	X				
Groulx, Michael			X			Pelletier, Allison					X
MacGregor, Aaron	X					Sabourin, Stanley					X
Mannisto, Mark		X				Zeleny, Olivia (Student)			X		

<u>Board Administrators</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>					
	OS	TC	VC	A	R	
Tamblyn, David: <i>Director of Education</i>	X					
Tsubouchi, Cathy: <i>Superintendent of Business</i>		X				
Morden-Cormier, Nicole: <i>Superintendent of Education</i>		X				
Eddy, Suzanne: <i>Assistant to the Director</i>			X			
Williams, Dianne: <i>Manager of Accounting Services</i>	X					
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>	X					
Demers, Linda: <i>Coordinator of Business Services</i>						X
Paris, Marc: <i>Coordinator of Plant Services</i>		X				
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			X			
Joannette, Rose-Marie: <i>Administrative Assistant to Director</i>	X					

PART I: Regular Board Meeting

Section (A): – (open to public): 6:38 p.m.

2.0 Regular Meeting Call to Order**64/16**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Tuesday, May 24, 2016 be called to order at 6:38 p.m.

Carried**3.0 Approval of Agenda****65/16**

Moved by: Trustee K. Figliomeni

Second: Trustee A. MacGregor

✓ **That**, the agenda for the Superior-Greenstone DSB 2016/06 Regular Board Meeting, May 24, 2016 be accepted and approved.

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

There were no disclosures offered at this time.

5.0 Minutes: Board Meetings and Board Committee Meetings**5.1 Board Meetings****66/16**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Mannisto

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

1. Regular Board Meeting 2016/05: April 18, 2016
2. Special Board Meeting 01-2016: May 9, 2016

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

There was no business arising from the minutes.

7.0 Delegations and/or Presentations

Note: Due to technical problems the presentations, i.e., Items 7.1 and 7.2 were delayed until after Item 10.2 Report No. 31 Director's Monthly Report.

7.1 Excellence in Education: George O'Neill Public School - Mindset and Mathematics

George O'Neill PS Principal Kellie Wrigley provide a report outlining the progress students are making in learning mathematics. Mindset and mathematics has been a theme for learning over the last two years. She explained how the connection to learning math has changed to encourage students to be persistent with measures being taken to help motivate learning.

7.2 Excellence in Education: Technology Programming and Opportunities

Ontario Youth Apprenticeship Coordinator Shawna Grouette provided a detailed report on the how the program works for youth interested in pursuing a career in the trades area while completing high school. She explained how students can acquire hours toward an apprenticeship by working with local employers with whom the high schools' have partnerships. She provided numerous examples of the success of area students who have fared very well at Skills Canada, Skills Ontario competitions.

Geraldton Composite High School Teacher Michael Leclair also provided a brief report on the benefits of having the industrial technology programs in schools. He spoke of several students whose skills have been recognized in competitions in southern Ontario. He noted that the equipment and shop upgrades in schools is realizing great returns for students. Our small schools do make a difference in that classes are of a size to facilitate engagement with students, while the equipment available gives the students the opportunity to apply their skills and are proving to be beneficial at the competitive level.

- 7.3 Update: Student Trustee Olivia Zeleny
Student Trustee Olivia Zeleny provided a detailed report about school events, sports and community as reported during the last Student Senate meeting.

8.0 Reports and Matters for Decision

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

- 8.1.1 Board Audit Committee
The next meeting in June; date to be determined.
- 8.1.2 Board Policy Review Committee
The next meeting date is June 7th
- 8.1.3 Native Education Advisory Committee
The next meeting date is May 31st in Marathon.
- 8.1.4 Occupational Health & Safety Committee
The next meeting is scheduled June 8th.
- 8.1.5 Parental Involvement Committee
The next meeting date is May 31^s
- 8.1.6 Special Education Advisory Committee
The next SEAC meeting is on June 14th

9.0 Reports of the Business / Negotiations Committee

Superintendent of Business: C. Tsubouchi
Business /Negotiations Chair: Mark Mannisto

- 11.3 No Reports

10.0 Reports of the Director of Education

Director of Education: David Tamblyn

- 10.1 2016-2017 Student Trustee Appointment (D. Tamblyn)
Director D. Tamblyn reported that the student trustee elections were held by the Student Senate. With one nominee for the position, this candidate was acclaimed and her appointment recommended to the Board.

67/16

Moved by: Trustee M. Mannisto

Second: Trustee A. MacGregor

✓ **That**, the Superior-Greenstone DSB accept the appointment of Mia Audia-Gagnon from Geraldton Composite High School to serve as the 2016-2017 Student Trustee, effective for the period August 1, 2016 to July 31, 2017.

Carried

- 10.2 Report No. 31: Director's Monthly Report- May 2016
D. Tamblyn provided highlights from his report

- 10.3 Report No. 32: 2015-2016 Director's Performance Review
D. Tamblyn advised the report provided is a compilation of the work he has been involved with in 2015-2016. The outline given is compared with the goals and objectives he provided the board with last October. This document will be used at the next board meeting to conduct the Director's Performance Review.

- 10.4 Update: Report No. 33: 2016 School Graduation Dates
This item was presented for information only.

11.0 Reports of the Education Committee

Superintendent of Education: N. Morden-Cormier
Suzanne Eddy: Assistant to Director
Education Chair: Mark Mannisto

- 11.1 Report No. 34: 2016 – 2017 Secondary Staffing
Assistant to the Director Suzanne Eddy advised that this is the final report for secondary staffing, given the board received the preliminary report at a Special Board Meeting on May 9, 2016.

68/16

Moved by: Trustee M. McIntyre Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB having received Report No. 34: 2016—2017 Secondary Staffing approves the report as presented.

Carried

12.0 New Business

Board Chair: P. McRae

12.1 Board Chair

12.1.1 Board Self-Assessment: Governance Performance

Board Chair P. McRae indicated that board self-assessment can be a valuable professional development exercise for the group. Trustees agreed that the event should move forward in June

12.1.2 Report No 35: Request Report re Addition of Student Trustee Position

P. McRae provided a brief explanation to members regarding this report submitted by Trustee A. MacGregor whose suggestion it is to increase student trustee representation on the board. P. McRae indicated that the current representation by one student trustee is in place by virtue of Resolution No. 56/12 and it must therefore be reference in any future discussions.

69/16

Moved by: Trustee A. MacGregor Second: Trustee M. Fisher

✓ **That**, that Superior-Greenstone DSB amend motion 56/12 dated May 22, 2012 that effective September 1, 2012 the Board have one student trustee representative, by striking 2012 and inserting 2016 and by striking one (1) student representative and inserting two (2) student trustee representatives.

Carried

70/16

Moved by: Trustee M. Mannisto Second: Trustee A. MacGregor

✓ **That**, the previous motion be tabled to June 20, 2016 Board Meeting for discussion.

Carried

12.2 Trustee Associations and Other Boards

Trustee M. Mannisto will forward five OPSBA candidate biographies to board members to obtain feedback upon which to act as he is attending the OPSBA Annual General Meeting June 9-12, 2016.

- 12.3 Future Board Meeting Agenda Items
Board assessment on the next meeting

13.0 Notice of Motion

14.0 Observer Comments

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:20 p.m.

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

(Attached)

15.1 Agenda: Committee of the Whole Board – Closed

71/16

Moved by: Trustee M. McIntyre

Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:20 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

72/16

Moved by: Trustee A. MacGregor

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:30 p.m. and that this portion be open to the public.

Carried

16.0 Report of the Committee of the Whole Closed Section B

16.1 **73/16**

Moved by: Trustee K. Figliomeni

Second: Trustee M. McIntyre

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

1. Regular Board 2016/05: April 18, 2016

Carried

16.2 Other Recommendations from Committee of the Whole Closed Session

(This section may be used as required coming out of closed session)

74/16

Moved by: Trustee M. Mannisto

Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB having received Report No IC-05-16: Positive Behaviour Support Lead-Proposal for 12-Month Employment approves the change of the PBS position to that of a 12-month employee of the board.

Carried

17.0 Adjournment**75/16***Moved by: Trustee A. MacGregor Second: Trustee K. Figliomeni**✓ That, the Superior-Greenstone DSB 2016/06 Regular Board Meeting, Tuesday, May 24, 2016 adjourn at 8:32 p.m.**Carried*

2016 - Board Meetings		
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.		
Monday, June 20	Monday, August 22	Monday, November 21
Monday, July 18	Monday, September 26	Monday, December 5 (1:00 p.m.)
	Monday, October 17	

Regular Board Meeting 2016-06*Tuesday, May 24, 2016***MINUTES**

APPROVED THIS _____ DAY OF _____, 2016

SECRETARY_____
CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2016/06

Committee of the Whole Board: Closed Session.

Tuesday, May 24, 2016

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

T O P I C S

Board Chair: P. McRae

Director: David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: RM Joannette

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:20 p.m.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 Report No. IC-05-16
- 4.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2016-05: April 18, 2016
- 5.0 Bill 115 Impact

Superior Greenstone District School Board

MINUTES

O.H. & S. Committee Meeting
Wednesday June 8, 2016
2:00 p.m.

☐ **Face to Face**
Nipigon Red Rock DHS

☒ **Electronic**
Videoconference & Teleconference

<input type="checkbox"/> Jennifer Oussoren, Principal Secondary <input type="checkbox"/> ? Secondary - Principal (alt)	<input type="checkbox"/> George Kearley, OSSTF-TBD <input type="checkbox"/> OSSTF-TBD (alt)	<input type="checkbox"/> Andree MacGillivray, OSSTF-ESS <input checked="" type="checkbox"/> Lee Ann Donovan OSSTF-ESS (alt)
<input checked="" type="checkbox"/> Marc Paris, Board Office – Late Arrival <input checked="" type="checkbox"/> Karin Patock – CUS <input checked="" type="checkbox"/> Wayne Chiupka, Board Office (alt)	<input type="checkbox"/> Matthew Fisher, Trustee <input type="checkbox"/> Mark Mannisto, Trustee (alt)	<input type="checkbox"/> Don Henry, SEIU <input type="checkbox"/> ? SEIU (alt)
<input type="checkbox"/> Sara Curtis, Principal Elementary <input checked="" type="checkbox"/> Hillary Freeburn, Vice- Principal (alt)	<input checked="" type="checkbox"/> Artie Cooper, ETFO-OCC <input type="checkbox"/> Gregg McIlwain ETFO-OCC (alt)	<input checked="" type="checkbox"/> Catherine Gillies, ETFO <input type="checkbox"/> Colleen Lemieux ETFO (alt)

1.0 Welcome/Introduction

- K. Patock welcomed committee at the June 8, 2016 O.H. &S. Meeting.

2.0 K. Patock called the meeting to order at 2:07 pm.

3.0 Approval of Minutes

Approval of the March 8, 2016 minutes

Motion by: Artie Cooper

Seconded by: Wayne Chiupka

4.0 Additions to the Agenda - New Business: There were no additions to the agenda.

5.0 Business Arising from the Minutes

- Scent Procedure – email notice forwarded to all school site administrators March 22, 2016 Marc Paris (see attached)

K. Patock noted that the procedure was not posted to the Board website. W. Chiupka will look into this matter.

- Hearing Conservation Program – email notice forwarded to all school site administrators March 23, 2016 Marc Paris (see attached)
K. Patock spoke to M. Dumonski; the sign-up sheets are being received back from the schools.
- Footwear Policy – email notice forwarded to Senior Administration to forward recommendations from the Board Wide OH&S Committee as per request received from the Policy Review. May 17 2016 – Marc Paris (see attached) **Recommendations were approved on June 4, 2016. This policy will also be reviewed next year.**
- SGDSB H&S Manual – Draft Status Update – Sara Curtis
There is nothing to report at this time.
- Emergency Guideline – Water Procedure – Update - Colleen Lemieux
An update will be provided at the September meeting.

6.0 Correspondence

No correspondence to report.

7.0 New Business

Marc Paris arrived at the meeting at this time. Wayne Chiupka refrained from voting from this moment forward to ensure equal representation at the meeting.

- **Proposed Dates for 2016-2017 (Section 1.5 Terms of Reference – Committee shall meet 4 times per year)**
 - September 14, 2016 – 2:00 PM
 - December 7, 2016 – 2:00 PM
 - March 8, 2017 – 2:00 PM
 - June 7, 2017 – 2:00 pm

Motion by: Catherine Gillies
Seconded by: Marc Paris
- **Selection of workers representative for each bargaining unit (Section 1.1 of Terms of Reference)**
 - Selection of the worker representatives shall be carried out by each bargaining unit. New members shall be selected at the last meeting of the school year for the upcoming year. Union members currently on the Board Wide Committee must verify and consult with local union presidents discuss with union and acknowledge who will be representing the member on the Board Wide H&S Committee for 2016-2017

- STRUCTURE OF COMMITTEE
- The Board Wide Occupational Health and Safety Committee (referred to hereafter as “The Committee”) shall consist of up to 10 members to be selected as follows:

Management Representation

SGDSB Trustee, Trustee Alternate
Secondary Principal, Secondary Principal Alternate
Elementary Principal, Elementary Principal Alternate
Maintenance Coordinator, Manager of Plant Service Alternate
CUS Coordinator, CUS Coordinator Alternate

Worker Representation

OSSTF, OSSTF Alternate
OSSTF-ESS, OSSTF-ESS Alternate
ETFO, ETFO Alternate
ETFO-OCC, ETFO-OCC Alternate
SEIU, SEIU Alternate

- Selection of the worker representatives shall be carried out by each individual bargaining unit. New members shall be selected at the last meeting of the school year for the upcoming year.

i.	OSSTF	To Be Determined
ii.	OSSTF (alt)	To Be Determined
iii.	OSSTF-ESS	Lee Ann Donovan
iv.	OSSTF-ESS (alt)	Raylene Schallock
v.	SEIU	Don Henry
vi.	SEIU (alt)	To Be Determined
vii.	ETFO	Catherine Gillies
viii.	ETFO (alt)	Colleen Lemieux
ix.	ETFO-OCC	Artie Cooper
x.	ETFO-OCC (alt)	Gregg McIlwain

- **Co-Chair election (section 1.3 of Terms of Reference) Worker Member and Management Member**

- i. Co-Chair Management - Marc Paris
- ii. Co-Chair Worker Member - Lee Ann Donovan

Motioned by: Catherine Gillies

Seconded by: Hillary Freeburn

○ **Review of Terms of Reference**

I. Required by Board Wide Committee (section 7.4 of Terms of reference)

There were no issues with the Terms of Reference.

Motioned by: Marc Paris

Seconded by: Catherine Gillies

○ **Asbestos annual audit have been completed by LTL Environmental**

- Performed at all sites containing ACM (Asbestos Containing Material)
- Review Asbestos Inventory and confirm all asbestos is in good condition and poses no workplace risk hazards (see attached legislated OH&S Act & Reg.'s)
- Audit reports will be forward to the schools OH&S Committees and the Board Wide Committee members when SGDSB receives them.

There are capital projects this summer in Nakina, Red Rock, and Manitouwadge that require the removal of asbestos. They are second and third level abatements. The Ministry of Labour will be notified of the removals. Asbestos inspections will be done after the removals and the information will be forwarded to the committee in September.

○ **SGDSB 3 Year Training Plan 2016-2017 (Terms of Reference section (2) 2.1 iii)**

- Review workplace legislated training for 2016-2017 (see attached pdf). Draft form submitted May 31 to Senior Administration for approval
Approval was received from D. Tamblyn and N. Morden-Cormier.
- First Aid Training – Scheduled October 2016 (2 days onsite training – Location TBD) Sites requiring first aiders as per regulation 1101.
- Certification 1 & 2 Training – Scheduled in Sept 2016 (5 days onsite training – Location and date TBD) New Elected site based Health and Safety Worker members and new Site Administrators who do not hold a certificate will be required to take legislated health and safety training.

There is a new component to the training. Participants will be taken on a run through of a workplace inspection. This training will be valuable in showing what Health and Safety representatives should be looking for when doing workplace inspections. This new component will be provided to Health and Safety representatives who are already certified in the future.

- Annual Asbestos Inventory & Training audit – (1/2 day onsite training – Scheduled April 2017).

8.0 Area Reports

- Wayne Chiupka (Senior Admin – Plant) - There is nothing to report. It is quiet at the Board Office. Work projects will be starting soon.
- Artie Cooper (EFTO-OCC) – No report
- George Kearley (OSSTF) – No report
- Sara Curtis (Elementary Principals) – No report
- Catherine Gillies (ETFO) – No report
- Matthew Fisher (Trustees) – No report
- Andree MacGillivray (OSSTF-ESS) – No report
- Jennifer Ousseron (Representing Secondary Principals) – No report
- Don Henry (SEIU) – No report
- Karin Patock (CUS) – No report

Marc Paris noted the retirement of Andree MacGillivray. He noted the tremendous work and dedication she showed on behalf of the committee. Andree was unable to attend the meeting. Marc will be in contact with her to convey the committee's appreciation.

Next Meeting: September 14, 2016 @ 2:00 pm

9.0 Motion to Adjourn

The meeting adjourned at 2:36 pm.

Motion by: Marc Paris

Seconded by: Catherine Gillies


Karin Patock, Employer Co-Chair


Lee Ann Donovan, Worker Co-Chair

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 35
Date: 24 May 2015

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

FROM: Aaron MacGregor

SUBJECT: Request for Report – Addition of Student Trustee Position

**STRATEGIC
PRIORITY:** Student Achievement, Building Relationships, Stewardship of Resources

Student Voice at SGDSB

Here at Superior-Greenstone District School Board, we care about student voice. As a trustee who has spent three years with SGDSB, one of them as a student trustee, I have seen first-hand what kind of potential exists for student voice in our board. During my term as a student trustee, and based on observations during my term with this board since then, I feel that student representation in our board will be best served by the addition of one student trustee position.

The Potential Benefits of an Additional Student Trustee Position:

- Increased support for student trustee responsibilities including organization of the Student Senate and attendance at OSTA-AECO conferences, with possibilities of expanding the student trustee role to include new student voice initiatives
- A broader, more moderated representation of the student voice at the board table
- Increased legitimacy of the student trustee position and increased confidence of our student trustees to speak up where they may otherwise feel unsure about speaking up on alone

Request for Information

In order for our board to make an informed decision on this matter, we must obtain all of the information necessary: the costs and challenges required to bring about this change, as well as a discussion of the benefits to our board.

With this, I ask that our board consider requesting a report from Senior Administration which will include costs and necessary actions to add a student trustee position to the board so that we may decide whether to pursue this action.

Respectfully submitted,

Aaron MacGregor
Trustee – Manitouwadge Ward

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



SPECIAL EDUCATION PLAN

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A - THE BOARD'S CONSULTATION PROCESS

In accordance with Regulation 464/97 made under the Education Act, and in accordance with the Standards for School Boards' Special Education Plans, the Superior-Greenstone District School Board has developed this Plan to provide information about the special education programs and services available without our Board. It also outlines the involvement of the Special Education Advisory Committee (SEAC).

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

September

- an updated version of the plan is available to all stakeholders either on the Board website www.sgdsb.on.ca > Education and Resources > Special Education > Reports and Publications
- School Administrators inform parents of the updated Plan on the Board website and request feedback
- School Administrators inform School Councils of the updated Plan on the Board website and request feedback
- North of Superior Counseling Programs (NOSP), Rural Children's Services Partnership and Community Care Access Centre are advised of the updated Plan on the Board website and request feedback

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 SEAC members during Plan review
- from new directives and reviews of the Plan from the Ministry of Education
- from information gathered at community forums
- from parents of special needs students
- from any audits
- from Senior Administration
- from School Administrators
- from input and feedback gathered by School Administrators from parents, community partners and staff
- from Special Education Resource Teachers (SET)
- from Special Education Coordinator

May

- input from the Board of Trustees during the review of the Plan and the SEAC recommendation to approve the amendments to the Plan

August

- present Board Plan to our School Administrators

B - SPECIAL EDUCATION PROGRAMS and SERVICES

General Philosophy and Service Delivery Model

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

- placement in the regular classroom setting
- 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 from a special education resource teacher when deemed necessary
- placement in a self-contained classroom for a portion of the day with integration into the regular classroom.

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

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

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

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

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

Special Education Placements Provided by the Board

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

- placement in the regular classroom with indirect support
- placement in the regular classroom setting with resource assistance
- placement in the regular classroom setting with withdrawal assistance

Programs and Services Regardless of Exceptionality

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

- in-school assessments by S.E.T personnel
- out-of-school assessments by RCSP Rural Children's Services Partnership) for speech, language, behaviour, psychological, psychiatric, occupational, physiotherapy, and academic
- out-of-school referrals to Child and Community Resources (CCR) for support for ASD students
- out-of-school referral to North of Superior Counseling Programs (NOSP) for counseling
- referral to the Board Behaviour Expertise Consultant to support ASD students
- 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, use of a calculator, use of technology and appropriate software, peer helpers, oral testing or revised test formats or short-term resource withdrawal to review materials.

Level 2

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

Level 3

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

Special Education Programs and Services By Exceptionality

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

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

In 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 alternative programming, curriculum modifications, accommodations and additional support in order to be successful at school.

Section 23

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

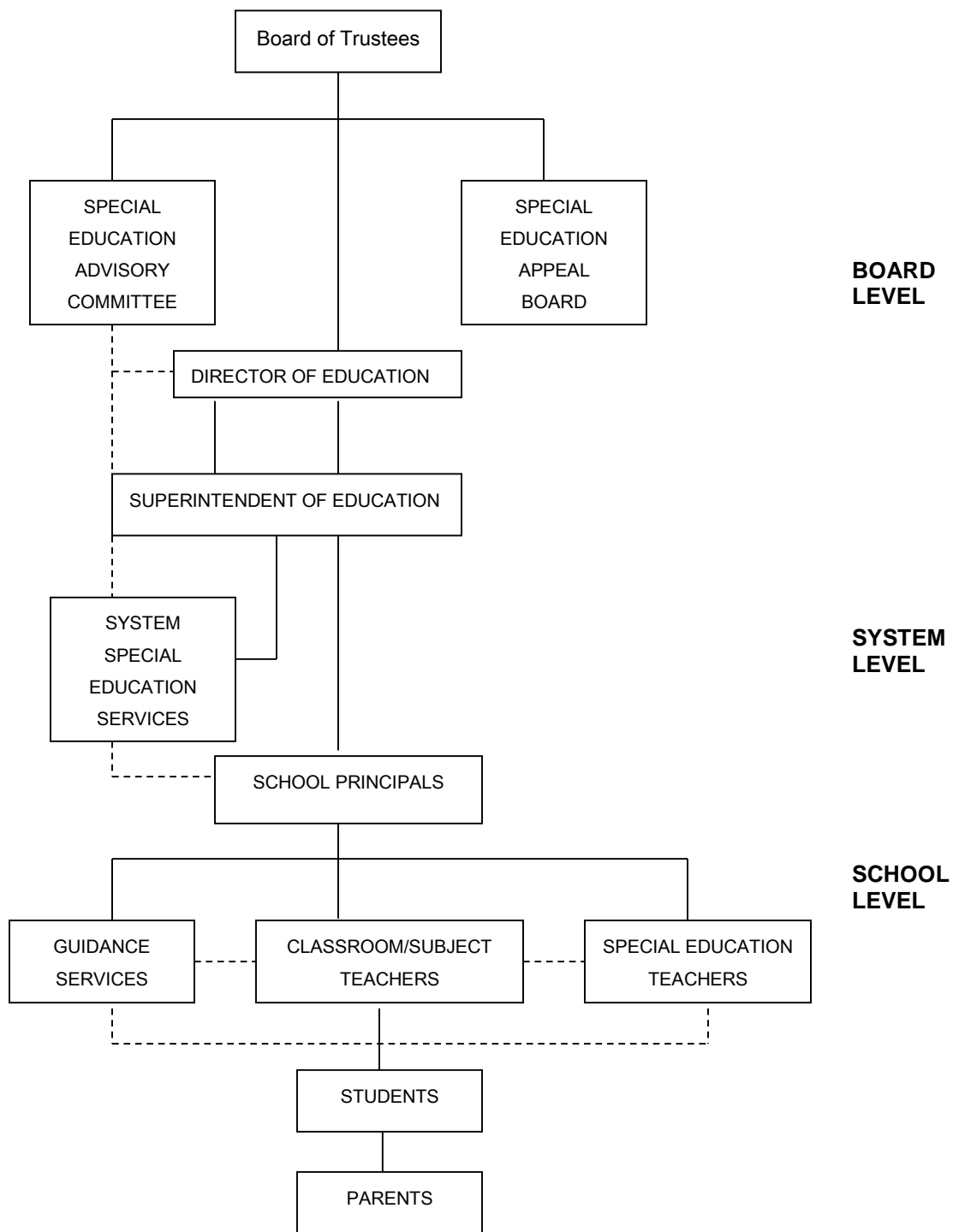
Provincial and Demonstration Schools

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

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

C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART

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



Direct Lines of Responsibility _____
Consultation Relationship - - - - -

D - EARLY IDENTIFICATION PROCEDURES/INTERVENTION STRATEGIES & TRANSITIONS

Philosophy

It is the philosophy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the 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
- behavioral
- vision and hearing
- nutrition component

The Fair Start program is administered by all the schools in the board with support from the Thunder Bay District Health Unit. The program 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 areas of need, and consulting with the parent with regard to the child's progress. The parent should be providing the child with opportunities at home to support the work of the classroom teacher and should be communicating with the school on a regular basis.

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

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

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

Should difficulties continue, a parent-teacher conference is held to discuss the next course of action with regard to assisting the student. At this time, the school (teacher) should be giving the parent the board's information pamphlets with regard to the special education process and explaining the process. Time should be taken to ensure that the parent fully understands the process and that the procedures to be

followed are understood. The school (teacher) should also discuss the assessment process and obtain the necessary consents to refer the child for an in-school (educational) or out-of-school assessment.

Early Identification - Prevention Support by Other Service Providers

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

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

Transitioning into Kindergarten

Planning for Children with Special Needs

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

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

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

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

- Consider the child's strengths and needs
- Prepare for gradual transition to school by establishing a school entry plan
- Share information with the school and board to determine next steps

- Explore external community supports
- Identify personalized equipment needs and/or school access requirements
- Determine transportation, equipment, and access needs

Transitions to High School (*this section will be worked on during the 2016 – 2017 year*)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name EARLY IDENTIFICATION 517

Board Approved: February 17, 2010
August 10, 2002

Reviewed: October 26, 2009
April 2004

Review Prior To: December 2015

POLICY

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the JK and SK teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

PROCEDURES

1.0 Early Identification Procedures Shall Include the Following

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

2.0 Time Line

<u>Action</u>	<u>Involved</u>	<u>Time Line</u>
• JK and SK Registration	Principal	January/February
• Mailing Information re Orientation	Principal	April/May
• Orientation Activities	JK/SK Teachers	Spring
• Curriculum Night re: JK and SK Programs	JK/SK Teachers	September/October
• JK/SK Parent/Teacher Interviews and Conference	JK/SK Teachers & 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 Appendix B of the Superior-Greenstone Special Education Plan.

Informal Approaches to Solving Problems Prior to IPRC Meetings

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

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

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

Identification, Placement and Review Process

Informing Parents

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

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

Gathering Information

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

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

Identification

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

Statement of Strengths and Needs

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

Recommending Placement

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

1. The student can be placed in the regular classroom with indirect service.
2. The student can be placed in the regular classroom with resource assistance
3. The student can be placed in the regular classroom with withdrawal assistance.

Annual IPRC Review/Interim Reviews

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

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

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

Meeting With Parents Prior to Rendering a Decision to the Board

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

Communicating the Decision

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

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

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

Parent Guides to IPRC's and Appeals

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

Superior-Greenstone District School Board Statistics

For the 2011 – 2012 school year, there were 51 Initial IPRCs, 92 Reviews and 155 IPRCs were dispensed with.

F - EDUCATIONAL and OTHER ASSESSMENTS

Purpose and Goals of Individual Assessments

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

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

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

In-School Educational Assessments

Educational assessments are conducted by school personnel in accordance with the Education Act, with the consent of the parent in order to determine the student's present level of academic performance and to determine areas of strength and weakness. Although an in-school educational assessment may include standardized tests such as the WIAT 11 administered by teachers with Special Education qualifications, it may also include student information based on the results of one or more of the following:

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

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

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

Out-Of-School Referrals - Assessments

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

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

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

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

Parental Consent

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

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

Consent For Sharing Information - Protection Of Privacy

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

Parents have the option of:

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

Communication and Diagnosis (per Ministry of Health Regulations)

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

External Assessments

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

Average Waiting List For Assessments

In School Assessments - 2 to 3 weeks

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

Out of School Assessments - 3 months to 1 year

This is managed through a partnership with Rural Children's Services Partnership, 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.

G - REFERRAL and ASSESSMENT PROCEDURES

IN-SCHOOL

STEP 1

Parent or school personnel identify a problem:

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

STEP 2

If the problem continues:

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

STEP 3

An educational assessment is completed:

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

STEP 4

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

- a case conference is held to go over assessment findings.
- case conference minutes are kept (SE3).
- next steps are determined.
- required signatures are obtained if Out-of-School assessments are required (SE4).
- non-consent is obtained, if appropriate

OUT-OF-SCHOOL

STEP 1

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

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

STEP 2

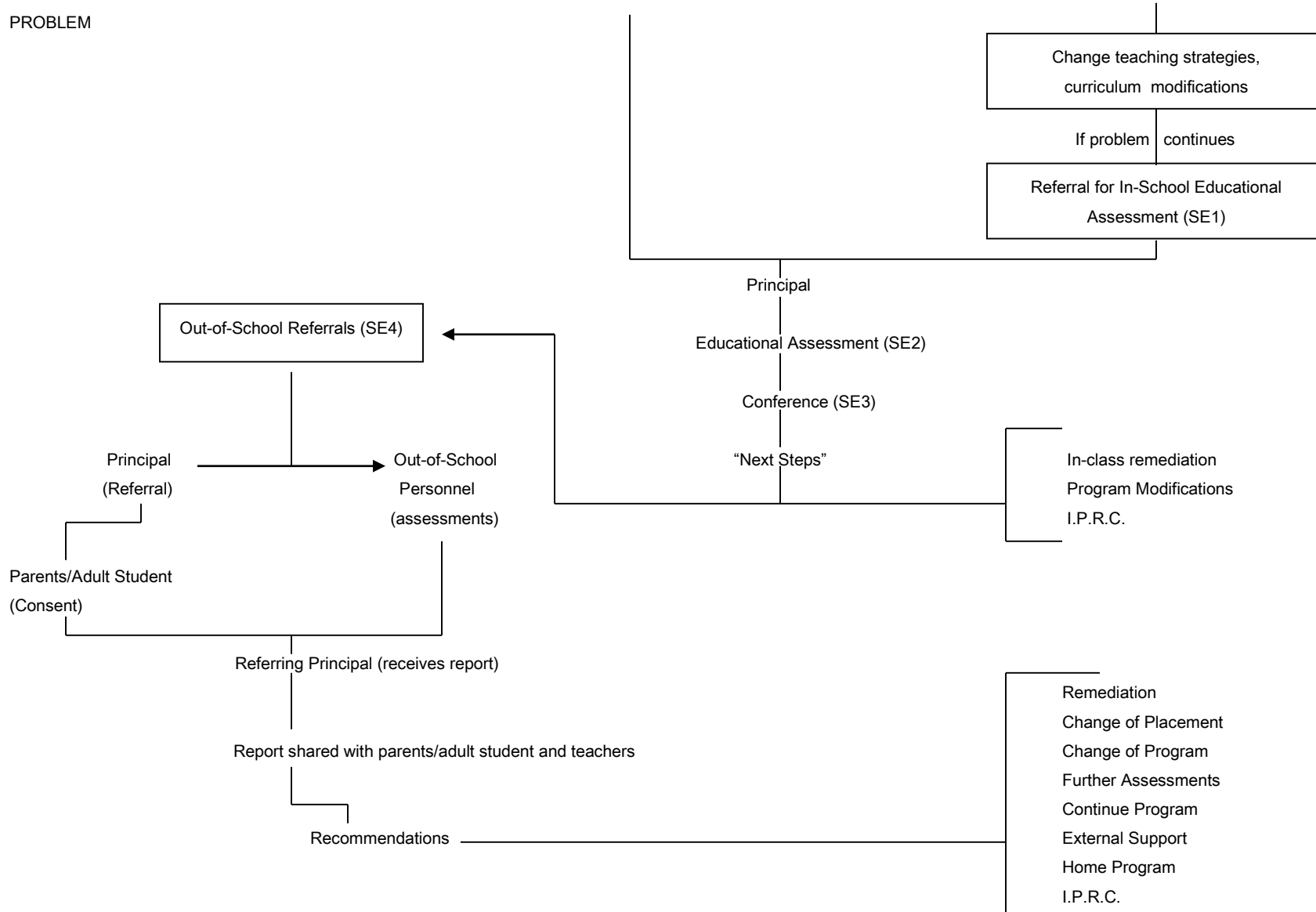
- reports from the out-of-school referral shall be shared with parents and school personnel in accordance with agency procedures.
- case conference minutes shall be kept and filed in the student's OSR (SE3)

IN-SCHOOL REFERRAL and ASSESSMENT PROCEDURES

IDENTIFICATION OF
PROBLEM

PARENT/ADULT STUDENT

SCHOOL PERSONNEL



H - SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

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

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

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

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

J – MINISTRY OF EDUCATION CATEGORIES and DEFINITIONS

BEHAVIOUR

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

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

COMMUNICATION

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception, speech, and language;
- b) lack of the representational symbolic behaviour that precedes language

Deaf and Hard-of-Hearing

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

Language Impairment

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

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or functionally based

Speech Impairment

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

Learning Disability

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

- a) is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural differences; and

- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading);
 - language processing (thinking, conceptualising, integrating),
 - expressive language (talking, spelling, writing)
 - mathematical computations;
- c) may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - dyslexia;
 - developmental aphasia

INTELLECTUAL

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

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

Developmental Disability

A severe learning disorder characterized by:

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

PHYSICAL

Physical Disability

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

Blind and Low Vision

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

MULTIPLE

Multiple Exceptionalities

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

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

K–SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Ontario's Approach to Special Education

Principles of Special Education

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

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

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

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

Special Education Programs in the Superior-Greenstone District School Board

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

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

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

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

Category of Exceptionality – Placement Options

BEHAVIOUR

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

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

COMMUNICATION

Autism

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

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

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

Deaf and Hard of Hearing

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

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

Language and Speech Impairment

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

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

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

Learning Disability

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

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

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

INTELLECTUAL

Gifted

- Regular classroom with indirect support

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

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

- It is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;
- It provides opportunities for students to interact socially and academically with both age peers and peers of similar abilities when able;
- It incorporates adaptations and/or extensions to content, process, product, pacing and learning environment; and
- May include accelerating/independent studies/compacting some or all of tl

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Mild Intellectual/Developmental Disability

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

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

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

PHYSICAL DISABILITY

Physical Disability

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

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

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

Blind and Low Vision

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

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

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

MULTIPLE

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

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

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

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

Compliance

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

Implementation

In order to assist schools in IEP development and writing, professional development was offered as follows:

- 2010 – 2011 to SERTS, school administrators and to new teachers through the NTIP process;
- 2011 – 2012 to new teachers through the NTIP process
- 2012 – 2013 to SERTs

IEPs from each school were reviewed during the 2010-11 and 2011-12 school years and feedback was provided.

On-going Review Plan for IEP's

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

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

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

Dispute Resolution

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

Resolution at the School Level

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

System resource personnel may be asked to attend.

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

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

M – PROVINCIAL and DEMONSTRATION SCHOOLS

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

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

N – SPECIAL EDUCATION STAFF

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

- Teachers for in-class programs
- Special Education Resource Teachers (SET) for indirect, in-class and resource withdrawal program support and as facilitators
- Educational Assistants – determined on a yearly basis
- Teachers of the blind and visually impaired
- Behaviour Expertise Consultant (dependent upon yearly Ministry funding)
- Board Special Education Coordinator (release time is dependent upon available Board funding)

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

O - STAFF DEVELOPMENT PLAN

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

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

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

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

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

Calendar of Professional Development

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

- a) Ministry directives

OR

- b) system needs. Examples of professional development initiatives include, but are not limited to, the following:
 - training on Ministry resource document - IEP Guidelines
 - training on administration of tests and assessment practices
 - protocols for working with out-of-school agencies
 - focus on specific exceptionalities - autism, deaf, FAS
 - writing performance tasks for IEPs

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

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

Educational assistants may self-identify their professional development needs to the school administrator. The administrator will try to facilitate opportunities similar to those identified for classroom teachers. In addition, system opportunities for professional development will also be considered where there is a "group need" for training. Such training would take place on a system professional activity day.

Special Education Advisory Committee (S.E.A.C.) members also have a small component of their monthly

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meeting devoted to professional development and input with regard to on-going professional development for staff. The system resource personnel or professionals from other agencies provide the in-service training for SEAC members. SEAC members are welcome to participate in all board, and where appropriate all Ministry of Education professional development sessions.

P – NEW EQUIPMENT

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

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

In 2011, the Ministry of Education made changes to the Special Education Amount (SEA) funding to allow boards greater flexibility in purchasing equipment in a timely and cost efficient manner. SEA provides monies to boards to assist with the costs of equipment recommended and deemed essential in supporting students with special education needs, where the need for specific equipment is recommended or determined by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

There are two components to SEA funding:

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

Examples of SEA equipment are:

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

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

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

Q – ACCESSIBILITY OF SCHOOL BUILDINGS

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

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

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

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

School	Projects
Manitouwadge PS	Fire Alarm system upgrade
Manitouwadge PS	JK / SK Bathroom upgrade
Manitouwadge PS	Replace handicap lift, back level
Manitouwadge HS	Tech Shop guarding and upgrade
Manitouwadge HS	Roadway repairs asphalt cracks, site drainage wells
Marathon HS	Tech shop upgrade equipment - Welding/Metals, Wood, Automotive
Terrace Bay PS	Sidewalk Replacement - Ramp
Terrace Bay PS	Replace stage system for gym
Terrace Bay PS	Lunch Room Renovation
LSHS - Terrace Bay	Tech Shop guarding and upgrade
LSHS - Terrace Bay	Fire alarm smoke detectors & Pull Stations addressable
Schreiber PS	Exterior Door upgrade, accessible washroom, w/security upgrade
Schreiber PS	JK-SK Renovation - Classroom Millwork, Washroom-Flooring
Schreiber PS	Domestic Water pipe - valve replacement & Fixture Upgrade
Schreiber PS	Fire Alarm upgrade including smoke detectors
George O'Neill PS	Play structure & Swing Replacement - Poly Border
Nip-Rock HS	Classroom & Sewing Room - Millwork
Nip-Rock HS	Tech Shop Guarding - Equipment Upgrade - lathes
Nip-Rock HS	Special Needs Renovation
Geraldton Comp HS	Soccer field grading, top dress, drainage, site work, BAPS corner
Geraldton Comp HS	Tech Shop Guarding - Equipment Upgrade
Marjorie Mills PS	Replace lockers to classroom wing - Millwork
Marjorie Mills PS	Repair/replace parking lot light bases, sidewalks, curbs, asphalt
Nakina PS	Electrical upgrade and controls
Nakina PS	Install universal handicap washroom
Nakina PS	Redesign front entrance to school, windows/door replacement

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

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

R – TRANSPORTATION FOR SPECIAL NEEDS

The Board Transportation Policy states as follows:

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

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

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

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

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

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

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

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

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

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

REGULATION 464/97 SEPCIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Membership

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

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

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

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

Alternates

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

Each district school board **may** have:

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

Qualifications for Members and Alternates

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

Term of Office

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

Vacancies

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

Disqualifications

A SEAC member is disqualified if he/she:

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

Duties of Committee

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

Working Conditions

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

Board Responsibilities to the SEAC

The Board shall:

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

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

Function

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

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

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

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

Selection of SEAC Members

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

Communication

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

Meetings

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

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

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

Within the Superior-Greenstone District School Board, kindergarten registration 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, Rural Children's Services Partnership, George Jeffery Treatment Center and the Association for Community Living. Student needs are identified and concerns discussed. An action plan is started. It is expected that all parties outline the services that they can provide in order to assist the child in his/her transition to school.

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

B) For Students Arriving from Other Boards or Programs

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

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

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

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

C) For Students Leaving the Board

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

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

Agencies that are usually involved in this planning include:

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

U – SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN

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

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

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

- in school handbooks, newsletters, or other school mailings
- on school posters or displays at Open House or kindergarten registration.
- during School Council meetings and in School Council Minutes
- on school websites
- through invitations to stakeholders at community forums

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

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

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

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

The Ministry of Education

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

The District School Board or School Authority

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

Trustees

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

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

The Special Education Advisory Committee

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

Director of Education (or Designate)

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

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

Special Education Coordinator

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

- receive and act upon any correspondence received from the Director or designate
- be a liaison with other boards and agencies
- act as a resource to SEAC
- assist principals and special education teachers in organizing the delivery of special education programs and services based on established policies and procedures
- if required, attend initial Identification, Placement and Review Committee meetings and de-identification meetings via teleconference
- organize system special education meetings for SET teachers, as required
- order system special education resources as required
- co-ordinate the use of external resources
- provide input to the annual Special Education Review and revisions to the Board's Special Education Plan
- co-ordinate the development and revisions of system special education documents
- organize system professional development for staff in special education
- provide input into the preparation of the annual special education budget
- receive and co-ordinate all external assessments which the board is purchasing
- process and approve all SEA claims

Mental Health Lead

The Mental Health Lead will be responsible for the following:

- liaise with other Board committees, Ministry of Education departments (e.g. School Mental Health ASSIST), and the community agencies on behalf of Special Education team
- Facilitate "leading Mentally Healthy Schools" within the Board and team to enhance the well-being of all of our students and promote inclusion

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

Behaviour Expertise Consultant

The Behaviour Expertise Consultant, under the supervision of the Special Education Coordinator, shall be responsible for the following special education activities:

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

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Identification, Placement and Review Committee Chairperson

The duties of the chairperson shall be:

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

Principal

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

The Teacher

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

Special Education Teacher (S.E.T.)

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

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

Guidance Services - (Secondary Panel)

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

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

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Educational Assistant

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

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

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

The Parent/Guardian

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

The Student

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

What are the Ministry's Provincial and Demonstration Schools?

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

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

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

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

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

Schools for the deaf:

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

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

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

School for the blind and deaf:

W. Ross Macdonald School
350 Brant Avenue
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 one of the following school principals:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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

APPEALS

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

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

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

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

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

APPEAL PROCESS

How do I appeal an IPRC decision?

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

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

What happens in the appeal process?

The appeal process involves the following steps:

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

SGDSB PROGRAMS

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

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

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

SUPPORT ORGANIZATIONS

What organizations are available to assist parents?

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

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

Provincial organizations:

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

What happens at an IPRC meeting?

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

What will the IPRC consider in making its placement decision?

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

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

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

What will the IPRC written statement of decision include?

The IPRC written statement of decision will state:

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

What happens after the IPRC has made its decision?

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

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

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

What does a review IPRC consider and decide?

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

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

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

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

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

Notes:

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



THE PARENTS' GUIDE TO SPECIAL EDUCATION

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

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

What is an IPRC?

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

Initial IPRC is usually comprised of:

- Principal
- System Resource Personnel
- SERT

For IPRC reviews:

- Principal
- SERT
- Classroom teacher

What is the role of the IPRC?

The IPRC will:

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

Who is identified as an exceptional pupil?

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

What is a special education program?

A special education program is an educational program that:

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

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

What are special education services?

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

What is an IEP?

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

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

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

How is an IPRC meeting requested?

The principal of your child's school:

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

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

May parents attend the IPRC meeting?

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

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

Regular Board Agenda, June 20, 2016 Page 70 of 170 Who else may attend an IPRC meeting?

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

Who may request that they attend?

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

What information will parents receive about the IPRC meeting?

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

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

What if parents are unable to make the initial meeting?

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

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

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

School to Community Transition: Community Resources

Helping Students in their Transition from School to the Community



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

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



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

Program Information

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

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

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

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

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

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

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

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

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

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

Small Schools Make A Difference

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

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

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

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

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

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

SPECIALIZED HEALTH SUPPORT SERVICES

Regular Board Agenda, June 20, 2016 Page 75 of 109 **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	RCSP 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)	RCSP 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	RCSP CCAC	Referral from the parent or school to RCSP or CCAC. RCSP and CCAC then determine if the student is eligible.	Speech Therapist or Speech Pathologist from RCSP or CCAC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with CCAC and/or RCSP, parent and school.
Speech correction and remediation	CCAC Thunder Bay Health Unit	Referral from the parent or school to CCAC. CCAC then determine if the student is eligible.	Speech Therapist or Speech Pathologist CCAC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with CCAC, parent and school.
Administering of prescribed medications	Educational Assistants Board Staff Pupil as authorized Parent as authorized	Letter from the doctor and the board policy documents completed.	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parent
Catheterization	Trained Educational Assistants or Health Professional or Parent	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Suctioning	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Lifting & positioning	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Assistance with mobility	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Feeding	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Toileting	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Other					

Appendix D

EXCEPTIONALITIES – CATEGORIES and DEFINITIONS

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

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

BEHAVIOUR

COMMUNICATION

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

INTELLECTUAL

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

PHYSICAL

- Physical Disability
- Blind and Low Vision

MULTIPLE

- Multiple exceptionalities

BEHAVIOUR

MINISTRY DEFINITION

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

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

IDENTIFICATION CRITERIA: Behaviour

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

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

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

The Committee MAY require any of the following:

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

OBSERVABLE CHARACTERISTICS

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

EMOTIONAL DISTURBANCE (internalizing disorders)

Nervous disorders characterized by:

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

SOCIAL MALADJUSTMENT (externalizing disorders)

Habit disorders characterized by:

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

Behaviour disorders characterized by:

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

Antisocial/attentional-impulsive disorders:

- works in an impulsive and uncritical manner
- is inattentive, indifferent, apparently lazy

COMMUNICATION: Autism

MINISTRY DEFINITION

A severe learning disorder that is characterized by:

- a. disturbance in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception, speech and language
- b. lack of representational-symbolic behaviour that precedes language

IDENTIFICATION CRITERIA: Autism

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

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

The Committee MAY require the following:

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

AUTISM

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

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

OBSERVABLE CHARACTERISTICS: Autism

QUALITATIVE IMPAIRMENTS IN VERBAL/NON-VERBAL COMMUNICATION

- mute
- no urge to communicate
- no pointing
- lack of non-verbal communication
- no gestures
- no babble
- unusual intonation

- | | |
|---|--|
| <ul style="list-style-type: none">• use of speech without meaning or communication• little/no conversation, “small talk”• echolalia (parrot-like repetition of sounds/words without any understanding of the meaning) | <ul style="list-style-type: none">• idiosyncratic use of speech (nonsense words and phrases) |
|---|--|

QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTION

- | | |
|---|---|
| <ul style="list-style-type: none">• lack of affectionate behaviour• lack of comfort seeking• lack of awareness of others• lack of social play• lack of stranger anxiety• inappropriate responses to others | <ul style="list-style-type: none">• unusual social overtures• disinhibited• lack of sharing of pleasure/enjoyment• no friendships• little interest in peers |
|---|---|

REPETITIVE, STEREOTYPIC INTERESTS

- | | |
|--|---|
| <ul style="list-style-type: none">• preoccupation with parts of objects/toys• unusual sensory interests• unusual sensory reactions• fixations | <ul style="list-style-type: none">• attachments to unusual objects• rituals• resistance to change• circumscribed |
|--|---|

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COMMUNICATION: Deaf and Hard of Hearing

MINISTRY DEFINITION

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

HARD OF HEARING

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

IDENTIFICATION CRITERIA: Deaf and Hard of Hearing

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

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

The Committee MAY require the following:

- an educational assessment
- a health history from the public health nurse or legally qualified medical practitioner

OBSERVABLE CHARACTERISTICS: Deaf and Hard of Hearing

HEARING AND COMPREHENSION OF SPEECH

- general indifference to sounds
- lack of response to spoken words if visual contact is not made
- "hears" better when watching the speaker's face

- often asks the speaker to repeat words or sentences
- recognition of some sound frequencies and not others

VOCALIZATION AND SOUND PRODUCTION

- monotonic quality
- volume control difficulty
- lessened laughter
- vocal play for vibratory sensation
- head movements, foot stomping for sensation
- yelling, screeching to express pleasure

- | | |
|---|--|
| <ul style="list-style-type: none">• fails to articulate correctly certain speech sounds or omits certain consonant sounds | <ul style="list-style-type: none">• fails to discriminate between words with similar vowels but different consonants |
|---|--|

VISUAL ATTENTION AND RECIPROCAL COMPREHENSION

- | | |
|---|--|
| <ul style="list-style-type: none">• extreme visual vigilance and attentiveness• alertness to gesture and movement• fails to respond when casually spoken to | |
|---|--|

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• inappropriate response to questions | | <ul style="list-style-type: none">• seeks visual cues |
|---|--|---|

SCHOOL BEHAVIOUR

- | | |
|--|--|
| <ul style="list-style-type: none">• may be functioning below potential ability• daydreams excessively | |
|--|--|

- ignores or confuses directions

SOCIAL RAPPORT AND ADAPTATIONS

- tardy and difficult rapport in vocal nursery games
- inquiring, confused facial expression
- puzzled and unhappy episodes

- constant alertness
- fear of new situations and people

- forced humour

GENERAL BEHAVIOUR

- easily frustrated to tears or tantrums
- irritability at not making self understood
- explosions due to self vexation
- very sensitive
- avoidance of new situations and people

- reluctant to express needs and difficulties associated with hearing loss
- serious and intent but may appear angry

- have developed quite significant coping skills

HEALTH

- frequent earaches, running ears, colds
- upper respiratory infections like sinusitis and tonsillitis
- allergies similar to hay fever

- frequent headaches
- eyestrain

- tire rapidly
- drained emotionally

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COMMUNICATION: *Language Impairment*

MINISTRY DEFINITION

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

- a. involve one or more of the form, content, and function of language in communication
- b. include one or more the following:
 - language delay
 - dysfluency
 - voice and articulation development, which may or may not be organically or functionally based

IDENTIFICATION CRITERIA: *Language Impairment*

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

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

The Committee MAY require the following:

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

OBSERVABLE CHARACTERISTICS: *Language Impairment*

FORM

- omit word endings

- do not develop forms such as plurals, past tense verbs, complex verb forms, or other

grammar forms at the age most other children do

CONTENT

- substitute one word for another word with a similar meaning, or for a word that sounds familiar
- use vocabulary typical of a younger child

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

- time (when, first, before, later)
- quality (big, hot, pretty)
- quantity (more, some, none, one, two)

FUNCTION OR USE

- relies on non-verbal or limited means of communicating
- do not take turns in a conversation

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- let adults do most of the talking
- in conversations, usually only answer questions

COMMUNICATION: Speech Impairment

MINISTRY DEFINITION

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

IDENTIFICATION CRITERIA: Speech Impairment

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

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

The Committee MAY require the following:

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

SPEECH DISORDERS

Speech disorders include:

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

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

ARTICULATION MILESTONES

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

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

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

COMMUNICATION: Learning Disability

MINISTRY DEFINITION

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:

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

Or all of the following

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

The Committee MAY require:

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

OBSERVABLE CHARACTERISTICS: Learning Disability

ACADEMIC

- gaps in skills apparent
- achievement low in some areas, high in others
- erratic memory
- weak memory skills
- forgetful
- easily overloaded with info presented at a regular pace
- unable to retain facts and tables
- communicates well orally
- difficulty with sequence
- difficulty decoding and comprehending
- reversing letters, numbers

- leaves out words when reading or writing
- extreme difficulty learning to spell
- spells with no seeming order or rule
- nearly illiterate in writing assignments
- sloppy writing

- poor pencil position
- mirror writing
- right/left confusion
- prefers print to cursive writing
- preservation with some tasks

SOCIAL

- socially immature
- awkward social habits
- needs to be taught social skills
- very literal

- inability to follow instructions
- low frustration level

- low self-esteem

BEHAVIOUR

- hyperactive
- distractible
- inconsistent behaviour
- can exhibit destructive, aggressive behaviour
- efficient with avoidance strategies

- appears lazy
- says “I can’t do this” or “I’m stupid”
- reluctant to try new things

- overreacts
- highly disorganized

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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

- high rate of success in subjects of interest
- pursue certain areas with vigor
- good memory
- comprehends well

- acquires knowledge quickly
- widely read in special areas

- very task oriented

INTELLECTUAL

- observant
- gets excited about new ideas
- inquisitive
- learns rapidly, easily
- independent learner

- has a large vocabulary compared to others of same age
- thinks abstractly

- enjoys hypothesizing
- intense

LEADERSHIP

- likes structure
- self-confident
- may be well-accepted by peers
- shows good judgment, common sense

- responsible
- articulate, verbally fluent

- foresees the consequences of things

CREATIVE

- independent thinker
- expressive (oral or written)
- keen sense of humour
- is resourceful

- doesn't mind being different

- is original, unconventional, imaginative

VISUAL/PERFORMING ARTS

- ability for expressing feelings, thoughts and moods through art, dance, drama or music
- good coordination

- exhibits creativity, imagination
- observant

- likes to produce original products
- flexible

GIFTED UNDERACHIEVEMENT

- barely passes or does not pass tests
- fluctuating performance levels
- performance drops when presented with repetitive material

- lack of self-motivation
- not interested in peers

- doesn't have social graces
- very sensitive to perceived attitudes

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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

- learn through experience
- slower rate of learning
- learn less than average students
- apply processes of imitation, reasoning, generalization
- acquire concepts and develop value systems consistent with social living to the degree possible
- could experience over aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration
- slow in acquisition of motor and language skills

- weakness in retention, reaction time, creativity, transfer of learning
- below average intellectual functioning
- can conform to social customs
- function at $\frac{1}{2}$ to $\frac{3}{4}$ rate of speed of normal children

- can achieve 2-6 grade level of academic achievement
- culturally disadvantaged
- often avoided by peers

FOR THE LESS ABLE STUDENT

- capable of kindergarten through third grade achievement
- typically not able to read or write
- inability to solve day-to-day problems
- poor physical health

- | | |
|---|---|
| <ul style="list-style-type: none">• deviations in personality, behaviour, emotional reactions• ineptness in self-help skills | <ul style="list-style-type: none">• capable of unskilled occupations with supervision |
|---|---|

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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

- complain of aches or pains in the eyes
- tired eyes
- prolonged reading of print material is difficult
- excessive headaches
- dizziness or nausea after close work
- squinting, blinking, facial distortion
- rubbing of eyes
- tilt head to see
- realign total body posture to see

- changing distance from reading material
- hold reading material very close or very far away
- constant loss of place in sentence or page
- problems with spacing in written work
- stumble over objects on floor or ground
- need large print material to be able to read
- be a Braille user
- may follow a pattern in missing or misreading parts of words

MULTIPLE: More Than One Exceptionality

MINISTRY DEFINITION

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

IDENTIFICATION CRITERIA: Multiple

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

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

Appendix E

Provincial School Contacts

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

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

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

Schools for the Deaf:

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

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

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

School for the Blind and Deaf-Blind:

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

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

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

Provincial Demonstration Schools:

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

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

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

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

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

Appendix F

Superior-Greenstone District School Board

2012 / 2013 Special Education Advisory Committee (SEAC) Contact List
as of May, 2015**Voting Members**

Jessica Audia , <i>Superior Greenstone Association for Community Living Representative</i> P.O. Box 970 – Geraldton, ON P0T 1M0 Work: 807-854-0924 Fax: 807-854-1047 Email: jessica.audia@bellnet.ca	Allison Pelletier , <i>Trustee</i> 917 2 nd Street East – Geraldton ON, P0T 1M0 Home: 807-854-6807 Email: apelletier@sgdsb.on.ca
Kim Figliomeni , <i>Trustee</i> P.O. Box 697 – Schreiber, ON P0T 2S0 Home: 807-824-2485 Email: kfigliomeni@sgdsb.on.ca	Brandy Brake Weldon , <i>Dilico</i> 112 4th St, Nipigon, ON P0T 2J0 Work: 807-887-2514 Email: BrandyBrakeWeldon@dilico.com
Sharon Groeneveld , <i>Superior Greenstone Association for Community Living Representative (Alternate)</i> P.O. Box 970 – Geraldton, ON P0T 1M0 Work: 807-854-0924 Fax: 807-854-1047 Email: sharon.groeneveld@bellnet.ca	Shannon Cormier , <i>North of Superior Counseling Programs</i> P.O. Box 670 – Nipigon, ON P0T 2J0 Work: 807-887-2632 ext. 2105 Fax: 807-887-2764 Email: shannon.cormier@nosp.on.ca
Margaret McIntyre , <i>Trustee (Alternate)</i> 8 Graham Crescent – Marathon, ON P0T 2E0 Home: 807-229-2428 Email: mmcintyre@sgdsb.on.ca	Theresa Nelson , <i>Greenstone Social Services Office</i> P.O. Box 1537 – Geraldton, ON P0T 1M0 Work: 807-854-0636, ext: 31 Fax: 807-854-1459 Email: theresa.nelson@greenstone.ca

Resource Members

David Tamblyn , <i>Director of Education</i> P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, ext 232 Fax: 807-229-1471 Email: dtamblyn@sgdsb.on.ca	Will Goodman , <i>Principal/Special Education Lead</i> 175 Dorion Loop Road, Dorion, ON P0T 1K0 Work: 807-857-2313 Fax: 807-857-2418 Email: wgoodman@sgdsb.on.ca
Pinky McRae , <i>Board Chair (Ex-Official)</i> P.O. Box 1797 – Marathon, ON P0T 2E0 Home: 807-229-3417 Email: pmcrae@sgdsb.on.ca	
George Drazenovich , <i>Mental Health Lead</i> Work: 807-228-0196 Email: gdrazendovich@sgdsb.on.ca	Melissa Bianco , <i>Positive Behaviour Support Consultant</i> Work: 807-889-1327 Email: mebianco@sgdsb.on.ca
Hillary Freeburn , <i>LD Assessment Coordinator</i> Work: 807-632-1961 Email: hfreeburn@sgdsb.on.ca	Nina Baker , <i>Mental Health Nurse</i> Email: ninac.baker@nw.ccac-ont.ca

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

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

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of students with exceptionalities		
1.1 Teachers for indirect and resource program support and 1 (.5) Teachers of the Blind	6.1	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
2. Other special education teachers		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	.5	
2.3 Coordinators	.5	University Degree, Bachelor of Education and Special Education Qualifications.
2.4 Consultants	0	
3. Educational assistants in special education		
3.1 Educational assistants	EAs are not yet approved	Preferably a two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
4. Other professional resource staff		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Behaviour Expertise Consultant	.5	
4.10 Subtotal	.5	
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
5.7 Subtotal	0	

SPECIAL EDUCATION STAFF

Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of students with exceptionalities		
1.1 Teachers for indirect and resource support I program	5.0	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
2. Other special education teachers		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	.5	University Degree, Bachelor of Education and Special Education Qualifications.
2.4 Consultants	0	
3. Educational assistants in special education		
3.1 Educational assistants	EAs are not yet approved	Preferably two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
4. Other professional resource staff		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Behaviour Expertise Consultant	.5	
4.10 Subtotal		
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
5.7 Subtotal	0	

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

Section	SCHOOLS AND STUDENTS		
Policy Name	EARLY IDENTIFICATION		517
Board Approved: _____	Reviewed: May 11, 2015		
17, 2010	February	October 26,	Review By: December 2020
2002	August 10,	2009	April 2004

POLICY

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

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

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

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

- 1.4 Samples of student work will be given to the parent(s) at the end of the school year.
- 1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to have the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special Education Needs* document.

3.0 Time Line

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

4.0 Programs that Support Early Identification

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

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

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

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

I. Resource Links

1. <http://www.sgdsb.on.ca/upload/documents/departments/spec-ed/sgdsb-parent-guide-to-iep-final.pdf>
2. <http://www.sgdsb.on.ca/upload/documents/departments/spec-ed/sgdsb-seac-information-booklet.pdf>
3. <http://www.sgdsb.on.ca/upload/documents/departments/spec-ed/sgdsb-identification-placement-and-revie.pdf>
4. <http://www.sgdsb.on.ca/upload/documents/departments/spec-ed/a-guide-for-parents-and-students-assessm.pdf>

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 36
Date: June 20, 2016

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

SUBJECT: OSBIE Insurance Amendments and Renewal 2017-2021

**STRATEGIC
PRIORITY:** Responsible Stewardship of Resources

Background

Superior-Greenstone District School Board has been part of the Ontario School Boards' Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE is funded by its member boards across Ontario. Premiums are based on both the reciprocal's and the Board's actual claims experience. We periodically receive refunds based on our claims experience.

Current Situation

The current 5-year term expires in January 2017 and we are recommending continued participation in OSBIE for another 5-year period.

In addition, the current OSBIE Reciprocal agreement for School Boards and Board Organizations has not been updated since 2002. The OSBIE Board of Directors has approved a number of amendments and recommends that each Subscriber to the Agreement agree to the amendments. The amendments are to section 13 of the Subscriber agreement which pertains to the Board composition. The amendments are as follows:

- 1) Increase the length of term of a directorship from two years to four years:
Sections 13 b) addresses the new length of term and the implementation of this change through the terms required for those on the Board starting Jan 1, 2017 and Jan 1, 2018.
- 2) Limit the consecutive terms of a director on the Board to three terms:
Section 13 c) has been added to limit the number of consecutive terms and clarify the start of terms of service starting Jan 1, 2017.
- 3) To not allow two directors from the same member to run for the Board of Directors:
This is addressed in sections 13 a) and 13 e).
- 4) Update the language pertaining to action required by the Board in the event a director does not fulfill their duties:
This is addressed in 13 h).
- 5) How a vacancy may be filled:
This was addressed in 13 g).

OSBIE has requested that Boards execute Appendix F – Form of Amendment. The document is attached for your review.

Administrative Recommendations

That the Superior-Greenstone District School Board is in agreement with the proposed amendments to the Ontario School Boards' Insurance Exchange (OSBIE) Reciprocal Agreement for School Boards and Board Organizations and that Administration is hereby authorized to execute Appendix F on behalf of the Board and submit it as requested by OSBIE;

That the Superior-Greenstone District School Board renew our insurance coverage with the Ontario School Boards' Insurance Exchange for the period from January 1, 2017 to December 31, 2021.

Respectfully submitted,

Cathy Tsubouchi
Superintendent of Business

APPENDIX F

Form of Amendment

Pursuant to Section 41 of the amended and restated Agreement, effective as of the 1st day of January, 2017, entitled “Reciprocal Insurance Exchange Agreement for School Boards and Board Organizations” (hereinafter referred to as the “Agreement”) and amendments thereto

(Name of Subscriber)

(Address of Subscriber)

hereby agrees to the amendments creating an Agreement effective as of January 1, 2017.

In witness whereof the Subscriber has caused to be affixed its corporate seal duly attested to by the hands of its proper officers duly authorized in that behalf.

(Date)

(Name of Subscriber)

(Authorized Signing Officer)

(Authorized Signing Officer)

*Reciprocal Insurance Exchange
Agreement for School Boards
and Board Organizations
Effective January 1, 2017*



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 37

Date: June 20, 2016

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

FROM: Cathy Tsubouchi, Superintendent of Business

SUBJECT: 2015/2016 Interim Report No. 2

**STRATEGIC
PRIORITY:** Responsible Stewardship of Resources

Background

As outlined in a Report to the Board in September 2015, the purpose of the interim financial reports is to provide management and the Board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

Current Situation

The attached report covers the period from September 1 to March 31, 2016 and is the second report for the 2015/2016 school year.

Administrative Recommendations

The report entitled, 2015/2016 Interim Report No. 2 is presented to the board for information.

Respectfully submitted,

Cathy Tsubouchi
Superintendent of Business

SUPERIOR-GREENSTONE DSB
2015-16 Interim Financial Report

For the Period Ending March 31, 2016

Summary of Financial Results

	Estimates	Forecast	In-Year Change	
			\$	%
Revenue				
Operating Grants	27,733,130	27,572,525	(160,605)	(0.6%)
Capital Grants	4,625,033	4,694,358	69,325	1.5%
Other	6,151,634	6,449,860	298,226	4.7%
Total Revenue	38,509,797	38,716,743	206,946	0.5%
Expenditures				
Classroom	25,402,294	25,550,995	148,701	0.6%
Other Operating	2,565,212	2,743,369	178,157	6.5%
Transportation	1,768,321	1,769,380	1,059	0.1%
Pupil Accomodation	8,092,884	8,104,274	11,390	0.1%
Other	470,014	470,014	-	0.0%
PSAB Adjustments	113,247	113,908	661	0.6%
Total Expenditures	38,411,972	38,751,940	339,968	0.88%
In-Year Surplus (Deficit)	97,825	(35,197)	(133,022)	76.0%
Prior Year Accumulated Surplus (Deficit)	2,990,510	4,288,993	-	0.0%
Accumulated Surplus (Deficit) for Compliance	3,088,335	4,253,796	(133,022)	(3.2%)

Note: Forecast based on year-to-date actuals up to March 31, 2016.

Changes in Revenue

- Grant decrease is largely due to reduced enrolment for first semester.
- Capital Grant increase in LG.
- Other revenue increase is recovery of salaries not included in estimate and revenue for Contract Settlement from Ministry

Change in Expenditures

- Other operating increased to include changes for staffing for Senior Administration.

Change in Surplus/Deficit

- For compliance purposes, we are projecting a deficit of \$35,197.

Risks & Recommendations

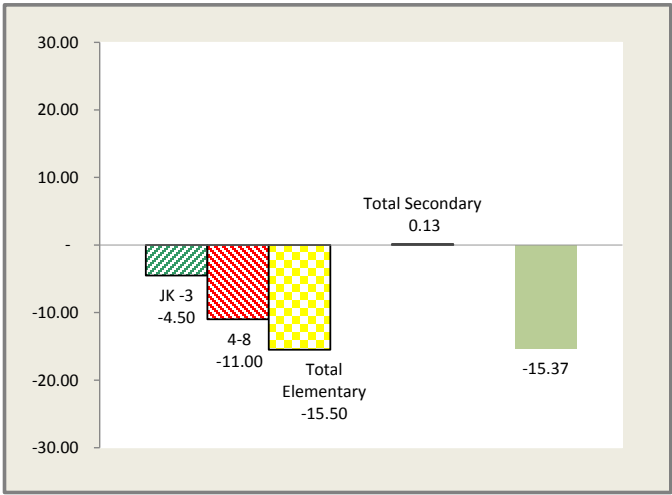
- Retirement payments are being funded from our current grants.

Summary of Enrolment

ADE	Estimates	Forecast	In-Year Change		
			#	%	
Elementary					
JK -3	404.00	399.50 -	4.50	-1.1%	
4-8	379.00	368.00 -	11.00	-2.9%	
Total Elementary	783.00	767.50 -	15.50	-2.0%	
Secondary <21					
Pupils of the Board	616.00	625.00	9.00	1.5%	
Other Pupils	130.00	121.13 -	8.87	-6.8%	
Total Secondary	746.00	746.13	0.13	0.0%	
Total	1,529.00	1,513.63 -	15.37	-1.0%	

Note: Forecast will be based on March 31st count date

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

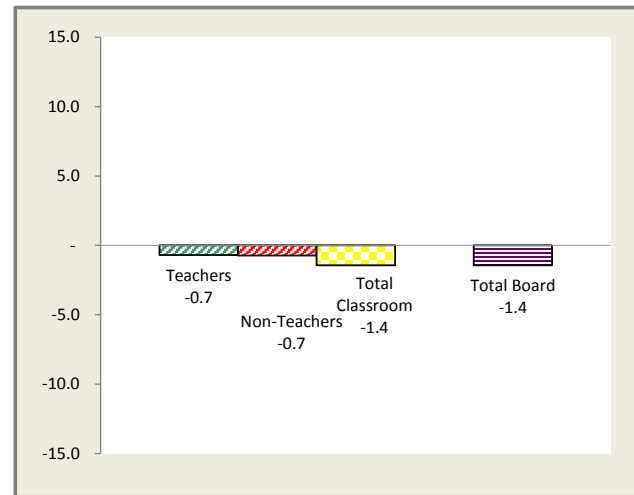
- Total board enrolment is down 15.37 ADE.

Summary of Staffing

FTE	Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	136.7	136.0 -	0.7	-0.5%
Non-Teachers	126.2	125.5 -	0.7	-0.6%
Total Classroom	262.9	261.5 -	1.4	-0.5%
Non-Classroom	64.9	64.9	-	0.0%
Total	327.8	326.4 -	1.4	-0.4%

Note: Actual as of March 31, 2016.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Classroom teachers down due to OYAP Lead being removed from teachers.
- Non-teachers is down 0.7 FTE due to various changes including reduction of Teacher Diagnostician and ECE; addition of SWST and some changes in EA's.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 38
Date: June 20, 2016

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

FROM: Cathy Tsubouchi, Superintendent of Business

SUBJECT: 2016/17 Preliminary Budget

STRATEGIC

PRIORITIES: Student Achievement and Well-Being / Responsible Stewardship of Resources
and Building Relationships.

Background

The Ministry of Education's Grants for Student Needs 2016/17 were released on March 24, 2016. The Ministry of Education continues to support key student achievement goals. The budget announcement showed stable funding for the sector over the previous year although several of the grants have been restructured to support Ministry priorities.

Current Situation

While Administration continues to work on finalizing the 2016/17 budget, this report is being presented because we have proposed two new initiatives for which we are seeking approval in order to begin the process of filling these new positions before the end of the school year. [Please refer to Appendix A.](#)

Administrative Recommendation

That the Superior-Greenstone District School Board having received Report No. 38: 2016/17 Preliminary Budget approve the addition of a 0.50 FTE Elementary Curriculum Facilitator of Native Language and Indigenous Studies and a 1.0 FTE Numeracy School-Based Facilitator.

Respectfully submitted,

Cathy Tsubouchi
Superintendent of Business

Dave Tamblyn
Director of Education

Proposed New Initiatives

Description of New Initiative	FTE/Budget
<p>Elementary Curriculum Facilitator of Native Language and Indigenous Studies</p> <p>The Elementary Curriculum Facilitator of Native Language and Indigenous Studies will provide instructional leadership to our elementary Native Language teachers located at B. A. Public School, Beardmore Public School, George O’Neill Public School, and Marjorie Mills Public School. In addition, this individual will be engaged in co-planning, co-teaching and ongoing collaboration focused on student needs and the integration of indigenous perspectives into existing curricular areas. This role will provide a more cohesive approach to the provision of Native Language within our elementary schools and allow opportunities for discussion and development of best practices.</p> <p>This position will be funded from our First Nation, Metis & Inuit Education Supplemental allocation.</p> <p>Expected budget for the position, travel and release time for Native Language teachers.</p>	<p>0.50 FTE</p> <p>\$69,390</p>
<p>Numeracy School-Based Facilitator</p> <p>Within the Ministry’s Renewed Mathematics Strategy is funding for a School-Based Facilitator. This facilitator will build further capacity in numeracy instruction and pedagogy through job embedded professional learning. The Numeracy Facilitator will support educators in Marathon, Manitouwadge, Terrace Bay and Schreiber and will collaborate closely with the K-12 Numeracy Principal.</p> <p>This position will be funded from our EPO grants for the Renewed Mathematics Strategy with additional funds to support travel.</p> <p>Expected budget for the position, including travel:</p>	<p>1.0 FTE</p> <p>\$125,000</p>

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

"Inspiring our students to succeed and make a difference"

Report No: 39
Date: June 20, 2016

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

FROM: David Tamblyn, Director of Education

SUBJECT: Director's Monthly Report – June 20, 2016

STRATEGIC

PRIORITY: Student Achievement, Building Relationships, Stewardship of Resources

1. 2nd Annual Pow Wow – Honouring Our Roots

June 2, 2016 was a big day for SGDSB! 60 Geraldton Composite High School students and staff, together with students from Biinjitiwaabik Zaaging Anishinaabek (BZA - Rocky Bay), travelled to Marathon for the 2nd Annual Pow Wow, "Honouring Our Roots". This student run powwow was organized by Mr. Ray Lake's Grade 11 Aboriginal Voices class, with the guidance of Garland and Rose Moses of Biigtigong Nishnabeg.

Students from GCHS and BZA were welcomed at Marathon High School with a feast. The feast was followed by a comedy show by Ron Kanutski and Todd Genno. On June 3rd, the powwow started with a Grand Entry at 11:00 am. Along with GCHS, nine elementary and secondary schools attended the event from within our own district, and our coterminous boards.

2. Summer Learning Program

This is the third year for Superior Greenstone District School Board to host the Summer Learning Program. This program runs from July 4th to July 22nd in three different locations: Geraldton, Marathon, and Terrace Bay. It will focus on literacy and numeracy in students from senior kindergarten to grade five.

Throughout the summer, some children can lose valuable knowledge and this can create a gap in their learning. Continuing a child's learning year round is critical to closing this gap and minimizing a child's frustration. Finding literacy and numeracy in day-to-day activities is the key to engaging young children in these important skills. Continuing a child's learning throughout the summer will lessen the gap, build confidence, and strengthen relationships. The Summer Learning Program will help children to start the summer off right by learning through play.

3.0 Small Schools Make a Difference For Fort McMurray

"Small Schools Make a Difference" is the motto of the Superior-Greenstone District School Board, and the staff and students are constantly enacting this pledge in their daily lives. This was especially apparent recently in the district's response to the events of the Fort McMurray fires, when students and staff immediately jumped into action and began raising funds to support those in need. The combined total was an impressive \$7715 (before the matching commitments of the various organizations).

While the amount donated was very impressive, it was made even more so by the commitment of the students from across the school district who engaged in these acts of kindness. Students rose to the challenge and demonstrated their leadership skills and positive values by organizing

and running the activities that generated funds. The level of caring, empathy, commitment and desire to make a difference in our country was truly inspiring and should be celebrated in every community. The district school board as a whole is extremely proud of and truly grateful to all of their staff and students for demonstrating how they can work together to engage in small acts that make a tremendous difference. It continues to exemplify the board's Mission, Vision and Values statement which reads, "At the Superior-Greystone District School Board everything we do is designed to help all students achieve to the best of their abilities. It is our commitment to ensure our collective daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values we build positive places for learning and working...together."

4.0 Student Absenteeism and Behaviour Management Systems

Manitouwadge High School has started looking further into student absenteeism using the Behaviour Management Systems (BMS) framework and process. This includes analysis of four ecological domains (individual, secondary, community and social) in order to guide and monitor meaningful and appropriate community, school, classroom, and individual student interventions. Information from multiple sources has been collected and the school team has now started the process of developing a school-wide plan in response to the information presented. The plan will be rooted in collaboration among staff, students, families, and the community and will be supported by SGDSB's leadership team.

5.0 Administrative Appointments

Charles Bishop appointed Assistant to the Director effective August 15 2016
Kathlyn Kennedy appointed Vice-Principal B.A. Parker and Geraldton Composite High School effective August 22, 2016.

6.0 2016 Best Safe Work Practices

Earlier this month Manitouwadge High School received the 2016 Best Safe Work Practices for Ontario High Schools award from Guardit Canada. MNHS was chosen because the school demonstrated the highest safety standard for broad based technology shop equipment. Guardit Canada performs safety inspections audits throughout Canada, they award one High School out of all the schools they audit with an annual safety award. For 2016 MNHS was selected.

The Plant Department presented this award to MNHS shop teacher Stan Kuczynski. This award shows the dedication and commitment of MNHS shop teaching staff and school administrator making sure student safety is a priority.

Administrative Recommendation:

The report entitled, Director's Monthly Report – June 20, 2016 is presented to the board for information.

Respectfully submitted:

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 40
Date: June 22, 2015

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

FROM: David Tamblyn, Director of Education

SUBJECT: 2016 Summer Break and Board Business

**STRATEGIC
PRIORITY:** Responsible Stewardship of Resources

Background

Regular Board meetings are scheduled in July and August. However, there is generally a pause in the critical business of the Board through the summer break. Therefore, each year at this time the Board's practice is to consider whether a meeting is required in July or if it would be acceptable to cancel.

To date, the cancellation of a 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 Administration may be engaged.

Current Situation

A Regular Board meeting is scheduled on Monday, July 18, 2016. Should the Board elect to cancel this meeting, a notice of cancellation would be posted on the Superior-Greenstone DSB website for public reference.

The practice has been for Administration to be authorized, in conjunction with available trustees, to conduct the business of the Board as the need may arise during July and August 2016.

Administrative Recommendations

That the Superior-Greenstone DSB having received Report No. 40: 2016 Summer Break and Board Business, cancels the Regular Board meeting scheduled on Monday, July 18, 2016, and

That, Administration be authorized, in conjunction with available trustees to conduct the business of the Board as the need may arise during July and August 2016.

Respectfully submitted by,

David Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 41

Date: June 20, 2016

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

FROM: Will Goodman, Special Education Lead

SUBJECT: Educational Assistant Staffing 2016/2017

**STRATEGIC
PRIORITY:** Student Achievement and Well Being

Background

Special Education resources including Special Education Resource Teachers, Educational Assistants, learning assessments and the special equipment purchases (Special Equipment Amount) continue to support students with special needs. In addition, Superior-Greenstone District School Board uses additional initiatives including Applied Behaviour Analysis, Autism Support, Safe Schools, Mental Health and other training opportunities to support students in our schools. In support of student well-being our Mental Health Lead and Mental Health and Addictions Nurse continue to work with our school administrators, teachers and support staff.

Current Situation

Superior-Greenstone District School Board continues to fund the special education program above the amount allocated by the Ministry of Education through the SEPPA, the Special Equipment Amount (SEA) and the High Needs Amount (HNA).

Currently 46.5 Education Assistants (EAs) support students in our schools, 39.5 have been funded through Board and Special Education funding, 6.5 have been funded through First Nation tuition agreements; and 0.5 funding through invoicing.

It is recommended that for 2016-2017, 40.0 EAs be funded through Board and Special Education Funding and an additional 6.0 Educational Assistants be funded through First Nation tuition agreements for a total of 46 Educational Assistants.

The following chart outlines the proposed Education Assistant staffing for the 2016-2017 school year.

2015-2016	2016-2017
46.5 Total Educational Assistants <ul style="list-style-type: none">• 39.5 EAs funded by Board• 6.5 EAs funded through First Nations tuition fees• 0.5 EAs funded through invoicing	46 Total Educational Assistants * <ul style="list-style-type: none">• 40.0 EAs funded by Board• 6.0 EAs funded through First Nations tuition fees

*This number does not include EAs that will be funded directly by First Nations through invoicing.

The above proposal meets our obligations under the OSSTF ESS Collective Agreement for job guarantee for the 2016/17 school year. Final assignments for Educational Assistants will be made in September 2016 based on actual needs.

Administrative Recommendation

That, the Superior-Greenstone DSB having received Report No 41: Educational Assistant Staffing 2016-2017 approves the report as presented.

Respectfully submitted,

Will Goodman
Special Education Lead

Dave Tamblyn
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**Report No: 42****Date:** June 20, 2016

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

FROM: George Drazenovich, Mental Health Lead
David Tamblyn, Director of Education

SUBJECT: Mental Health Annual Report

STRATEGIC

PRIORITY: Student Achievement and Well Being

Background

The Superior Greenstone Mental Health Strategy initiative is consistent with the strategic priorities of Superior Greenstone District School Board around student achievement and well-being, responsible stewardship of resources, and the building of relationships as well as our theory of action particularly as it pertains to conditions for learning, collaboration and strength based programming. This is the third year of Superior Greenstone District School Board's mental health strategy. Building on our first year's mental health strategic and action plan, and our second year actions, our plan was to move ahead on specific capacity building opportunities, implementation of evidence based programming, and facilitating organization conditions to support mental health based on the learning from last year's activities. We had some organization changes including a new supervisory officer as the superintendent who had overseen the mental health strategy transferred. In addition, there was the provincial and local pause that delayed the implementation of some of the plans. Nonetheless, we were able to make some significant contributions to the overall mental health strategy.

Current Situation

Our Action plan for 2015/2016 included the following: Streamlining the referral process for mental health services as well as protocol and communication practices between external/internal. service providers and school staff; distribution of Tell Them for Me parental surveys; development of Violence and Risk Assessment multi-board protocol; enhancement of traumatic and crisis event school teams/build capacity of teachers in responding to anxiety, self-harm, suicide, violence, and other serious issues; enhancing FNMI mental health integration, self-regulation in early years, and building on GSA and other associated groups in schools; develop and facilitate pilot on trauma informed schools to name a few.

Specific national, provincial, and local occurrences caused us to emphasize certain areas this year to ensure that we are responsive to emerging needs. For example, the shooting in Saskatchewan caused us to analyze any potential contagion risks. Fortunately, it was quiet locally and most other places in the province based on our conversation with our School Mental Health ASSISTS colleagues. Still, we ensured that we had good communication with OPP and our community partners to help prevent tragedies like this from occurring in our area. We tested our internal procedures in terms of traumatic response to ensure that these were working well. These went well. We will continue to emphasize and build preventative measures. Part of building in protective factors includes supporting student engagement. Related to engagement is attendance which is an issue in our board and some school staff have identified mental health as one of the potential reasons that students may not be attending (e.g feeling depressed, hopeless, anxious, or living in chaotic situations with little support). We have been working collaboratively with positive support lead on a project with some secondary schools to begin to analyze in a deeper way reasons and come up with concrete actions that we can support to enhance engagement of students. Finally, the recent suicide crisis in Attawapiskat and Woodstock is a concern for all boards in Ontario and we are ensuring that we can put as many safety and preventative programs and

procedures in place to help address this problem. This will continue to be an important focus for us in the year ahead.

Findings

We have made significant progress this year. Highlights include (but are not limited to):

- 80 staff in the Greenstone area came together to learn about emotional regulatory healing and how to apply it in their schools, classrooms, offices, and homes. We learned impact of trauma on the developing brain; How trauma is manifested neurobiologically and in behaviour; Shifting our paradigm from “what is wrong with you” to “what happened to you”; The importance of collaboration with family, service providers and school; Learned the contours of the regulatory model for behaviour; Learned how to define the goals of a trauma informed response; Learned specific trauma informed interventions that staff could apply immediately following the training; Learned how to emphasize key messages (e.g “slow and low”, “consistent calm evokes change”, the Four R’s “relevant, relational, repetitive, rewarding”. 82% of staff following the trauma informed training identified mindfulness, slow and low, or calm voice as what they would do as a result of training. 80% of staff identified environmental changes as what they would do to support students following the training (e.g. plants, natural lights, calming photos or images on smart board, removing clutter).
- All elementary principals received professional development from Dr. Pat Carney on facilitating the conditions for learning to support resilient, active, and flourishing students and what they could do in their school environments to support and build resiliency. Pat is the author of Resilient, Active, and Flourishing. All principals also received a copy of the book.
- We had a tragic death involving a student in Geraldton. We were able to activate our traumatic response protocol, the mental health lead, nurse, and aboriginal liaison were able to attend to the school, debrief with staff, and we were able to bring in partners. First Nation elders were brought in to support cultural forms of healing. While, this was a tragedy, the staff reported feeling well supported through calm, compassionate responses. The training that we have had to date, protocols developed, and partnerships made were able to help facilitate a response that minimized contagion, supported students, and parents.
- The mental health lead, along with school principals, and guidance staff participated in the Maamawe Kenjigewin community trauma response with all of the First Nation communities in the district. Pic Mobert ran a mock suicide drill to test the community response. The mock situation was the suicide of a youth on Pic Mobert and how we would respond in a timely way. The fan out went out at 8 a.m. and a debrief was held at 11:00 a.m. We did very well. The principal of Marathon High School knew exactly what she would do and how students would be supported through bussing and how a communication strategy would be developed. Superintendents and the director were made aware, and the mental health nurse mobilized. This was a great example of board and school preparedness and we (principal and mental health lead) were able to participate in the call reporting that our internal response went extremely well.
- We supported Everyone Matters Week and schools were invited to participate in key activities to support well-being growth as well as appreciating neurodiversity. We also partnered with the university who brought in speakers who each spoke at LSHS and Nip-Rock on brain development. The mental health lead has also spoken about mental health and well being and two elementary schools emphasizing positive mental health. “Homework” for students included journaling three good things that happened and why and/or write out a gratitude letter to somebody in their life who has had a strong impact on them.
- We developed a joint grant with Superior North Catholic School Board, and Brass Bell to bring in Dr. Jean Clinton to speak in four communities across the district on the theme of connection,

play, and learning as we celebrate our children. Approximately 800 parents and students attended her talks and robust Q and A followed. One of innovative features of our night was that she was interviewed by two students who then introduced her. She also was invited to a service provider roundtable in Greenstone. This meeting produced some innovative outcomes around opening the school later for activities, the Head Start van agreed to provide transportation and many other new partnerships and actions flowed from this roundtable discussion. She also was interviewed on radio with our director of education. The mental health lead is on the planning committee and a final report will be finalized in June highlighting key messages and next steps. The necessity of social emotional learning will be among the key “take-away” for us.

- Collaborated with positive behaviour support lead on the BMS training for staff trainers. This is an important partnership as behaviour and mental health are so inter-related. The integration of school based mental health strategies within the BMS framework is an example of rich collaboration across portfolios.
- Participated in curriculum related professional development. One of them involved the world studies course where the Aboriginal Lead discussed how residential schools and colonial impacts could be discussed. This can be a traumatizing conversation so we had discussion on how this could be framed so as to help student acknowledge painful history while at the same time provide tools to consider how we as a community and country can move forward (Truth and Reconciliation is a good blueprint for this). Also attended a math P.D. where I could learn about math strategy and think about alignments. One finding from another board was that the metacognitive strategies for math are the same as the metacognitive strategies for self-regulation (e.g. they involve ways to problem solve and think about different responses to problems)
- TTFM parent surveys were distributed and we will be closing them in the next two weeks (June 17). Findings from the survey will help support school improvement plans and provide the board with useful feedback on areas to emphasize and build on.

Next Steps

An Action plan following up on some of these items as well as supporting social emotional learning is due mid July 2016

Highlights of the action plan will include; participating in a provincial pilot focusing on introducing positive education and social emotional learning in the Careers program at Marathon High School; supporting a collaborative enquiry on the use of Second Step as a vehicle to help students build self-regulation by bringing in leading professionals in positive psychology to support the process; support mindfulness as a follow up to trauma informed schooling; support engagement and attendance projects at district schools; greater integration of mental health and well-being in curriculum; deeper and broader collaboration with board and school leads in advancing our shared mission of inspiring our students to succeed and make a difference.

Administrative Summary

That the report entitled Mental Health Annual Report is received by the Board as presented for information.

Respectfully submitted by:

George Drazenovich
Mental Health Lead

David Tamblyn
Director of Education

Policy/Program Memorandum No. 159

Date of Issue: May 31, 2016

Effective: Until revoked or
modified

Subject: COLLABORATIVE PROFESSIONALISM

Application: Chairs of District School Boards
Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools

PURPOSE

In Ontario, collaborative professionalism is defined as professionals – at all levels of the education system¹ – working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.

This Policy/Program Memorandum (PPM) clarifies a shared commitment of stakeholders to building a culture of collaborative professionalism in Ontario's education system. The core priorities of this commitment include:

- building a shared understanding of collaborative professionalism, and articulating a commitment to working together to further improve student achievement and well-being of both students and staff;
- transforming culture and optimizing conditions for learning, working and leading at all levels of the education sector in alignment with *Achieving Excellence: A Renewed Vision for Education in Ontario*.

BACKGROUND

Collaborative professionalism is foundational to *Achieving Excellence*, Ontario's renewed vision for education. This renewed vision is the product of extensive consultation with all education stakeholders across the province.

Ontario has a world class education system and is committed to building on the successes of the past decade to further improve outcomes for all learners.

1. In this memorandum, the term *education system* encompasses all learners and education professionals in Ontario, including those in early years and elementary-secondary, and continuing and adult education offered by school boards.

Recent studies have shown that collaborative professionalism has the potential to improve learning and working conditions. Research and evidence demonstrate that networks and communities of professionals are necessary to move systems from great to excellent.

Collaborative professionalism takes into account the legal obligations of the participants in Ontario's education system to conform with or implement their roles, powers and responsibilities as may be set out in the *Education Act* and regulations and PPMs made under the act, and in other relevant legislation, including regulatory college Standards of Practice, as well as the need to honour commitments in the provisions of collective agreements and related memoranda of understanding among parties to such agreements.

THE VISION FOR COLLABORATIVE PROFESSIONALISM

The following sets out the vision for collaborative professionalism in Ontario's education system.

As part of the transformation process, all education professionals will work together to build on Ontario's solid foundation of achievements through the establishment of trusting relationships that value the voices of all, encourage reflection and support professional growth. As such, collaborative professionalism:

- values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all;
- takes place in and fosters a trusting environment that promotes professional learning;
- involves sharing ideas to achieve a common vision of learning, development and success for all;
- supports and recognizes formal and informal leadership and learning;
- includes opportunities for collaboration at provincial, district and school levels;
- leverages exemplary practices through the communication and sharing of ideas to achieve a common vision.

SHARED UNDERSTANDINGS AND COMMITMENTS

A culture of collaborative professionalism is grounded in:

- professional learning that supports and enables the conditions for student achievement and student and staff well-being;
- recognition of and building on the strengths of all individuals to support professional growth;
- leadership practices that value the expertise and inclusion of all voices, perspectives and roles;
- a commitment to building professional capacity at all levels;
- professional practice informed by research, evidence and knowledge arising from the strengths, needs and interests of students and education professionals;
- a trusting environment where school, school board, and union leaders and the ministry create the necessary conditions, including consideration of time and resources, that enable teams to learn with, and from, each other;

- an environment that can enhance and influence professional judgement, as defined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, in supporting effective assessment, instruction, evaluation and reporting of student achievement;
- an understanding that collaborative professionalism is not intended to increase workload.

ROLES AND COLLECTIVE RESPONSIBILITIES

Formal leaders have a unique role in fostering the necessary conditions to motivate and enable teams to learn with, and from, each other. This section outlines how the roles and responsibilities of partners can support the implementation of the PPM.

The ministry will initiate and support the establishment of the Provincial Committee on Ministry Initiatives with representation from teacher federations, unions representing education workers, principal associations, and school board leadership. This provincial committee will meet quarterly each academic year to discuss possible, proposed and existing initiatives, including implications for training, resources and timing. It is anticipated that this committee will play an integral role in transforming focus from an initiatives-based perspective to support more coherent approaches. [See Appendix A for Purpose and Parameters of the Provincial Committee on Ministry Initiatives. As the work of this committee evolves, these parameters may be amended.]

District school boards and school authorities will establish a mechanism, or use existing mechanisms², to foster consultation, collaboration and communication with federation and other union locals and associations for the implementation of new and existing initiatives.

All partners, individually and collectively, have agreed to uphold and model the principles of collaborative professionalism identified in this PPM to:

- share a vision of professional collaboration and a clear sense of purpose of the work of all education professionals;
- engage all education professionals at all levels in fostering and sustaining the conditions for collaborative professionalism;
- share ideas for the streamlining and enhancing of initiatives and strategies;
- shift from an initiatives-based approach to a coherent system-wide approach to change;
- mobilize research and evidence on effective practices; and
- engage in ongoing reflective practices.

The French-language sector will seek to foster collaborative professionalism in alignment with the specific mandate of French-language education, as defined in Ontario's *Aménagement Linguistique* policy for French-language education.

2. Examples of existing mechanisms may include, but are not limited to, Joint Staffing Committees and Joint Professional Development Committees.

APPENDIX A: THE PROVINCIAL COMMITTEE ON MINISTRY INITIATIVES

Purpose

The Provincial Committee on Ministry Initiatives (“the committee”) is to provide advice to the Ministry of Education, through a collaborative process, on new or existing ministry initiatives/strategies during development, implementation and review, including implications for training, resources and timing to support improvement to achievement and well-being of all learners.

The committee will be composed of English- and French-language representatives and will meet quarterly.

Parameters of Work

The development of the committee’s review process may include, but is not limited to:

- ongoing review of inventory and status of Ministry of Education initiatives/strategies to make recommendations about next steps;
- understanding that some expectations and practices are no longer relevant in today’s context and may need to be stopped, adjusted or changed while other expectations and practices may need to emerge, leading to recommendations about next steps;
- providing input into the review, development, implementation and evaluation of new and existing initiatives;
- presenting evidence-based rationale when the ministry is launching new initiatives/strategies;
- providing input about guiding appropriate timing and pacing of new initiatives;
- providing feedback during development, implementation and review of new initiatives;
- integrating possible/proposed new initiatives, materials and resources with existing practices and taking into consideration the impact of initiatives on existing demands on teachers, early childhood educators, education workers, professional student support personnel, school and board leaders; and taking into account innovative and/or interdisciplinary approaches to achieve this;
- sharing effective implementation practices of both school board and provincial levels, as well as sharing lessons learned throughout implementation processes;
- discussing training and professional learning requirements to support the implementation of new initiatives;
- taking into account initiatives of other ministries that may have an impact on school staff, and student achievement and well-being; and
- evaluating potential impacts on resources as well as on workload at all levels, throughout the process of consultation.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 43
Date: 24 May 2015

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

FROM: Mark Mannisto, Trustee / Director to OPSBA

SUBJECT: OPSBA April Board of Director Meeting

STRATEGIC
PRIORITY: Strengthening our Understanding of the Communities We Serve
Strengthening Partnerships

- 1) **Northern Region Directors' Meeting**, received the minutes of the previous meeting from February. Issues discussed during the Northern Directors' meeting included, 21st Century Classroom with Chrome, Apple and Lexia learning brought forward by Rainbow DSB. They are currently working through a system-wide ARC where they are evaluating each school as to its merits and deficits. Their board is working through a book by Eric Jenson "*Poverty in Education*" as a PD exercise.

Keewatin Patricia DSB just completed a 10-year capital plan.

DSB Ontario Northeast reported on the Kashechewan FN students who have moved into a Kapuskasing school due to environmental issues on their FN. The students are understood to be doing well and are actually improving their academic scores. In DSBONE's high schools there are cases where teachers are presenting multiple level and subject matters in the same class room. (Question was asked if any other board was doing that?). DSBONE also reported moving their grade 7 and 8's into the high schools.

Algoma DSB is also working through a book for staff and trustee PD called "*Mindsets*" by Carol Dweck. Discussion about their involvement in different levels of Tech Competitions including *Lego League* and *Vex* for their students.

Lakehead DSB had capital announcements regarding its K-6 schools. School renewal in high schools is not going well, particularly the northern end of the city.

Near North DSB is working through a capital planning committee with the system principals. They are also engaged in a system-wide ARC.

- 2) **OPSBA Board of Directors:** Before the official start of the meeting Mark Bailey, the 2nd VP stated he would be stepping down from his position.

Jeff Sprang spoke to the continuous negative media that has become commonplace, with the loss of dedicated education reporters within the bigger papers. Television reports are being sensationalized without background research or contacting the boards or OPSBA for clarification. OPSBA will be responding to negative media by bolstering public education achievements and practices.

Education Funding-Student Transportation RFP's: A number of boards have received a Statement of Claim that relates to the loss of business suffered as a result of the change in RFP process conducted by the transportation consortiums. The ministry released SB4 memo detailing the next steps in addressing these issues. Wayne McNally reviewed the 2016-17 GSN...I think he had help from Cathy in his report because it sounded very similar to her report. The total Education Budget is approximately \$23B.

We also received a report on the Provincial Benefits Trust. This report was also presented at the Labour Relations Symposium. If you want a copy of this report it is available on the OPSBA website in the member's section.

Board After School Programs (BASP): This funding to be implemented in 2017, the wait list fees are being banned by regulation. Report 4.3 has been attached for your information.

The Ombudsman currently has 400+ complaints against school boards as per their monthly newsletter, most complaints are found to be attempts to circumvent dealing with the local boards and are being referred back to the local board.

Legislative Update-(Item 5.4 attached): Bill181 involves changes to the municipal elections act and deserves some review by trustees. As within our own Policy committee discussion (SGDSB's) discussion over the naming of bills occurred. A general consensus was reached over including the purpose of the bill/policy within the name of such policy, i.e., Rowan's Law is for concussions.

EQAO (Item 4.3b attached): Is proposing to measure "Well Being" within our schools, OPSBA objects to this in a number of way. The first being that EQAO is trying to expand their mandate and the second being there is no way to quantify a person's wellbeing.

OPSBA priorities for 2016-2017 have been re-affirmed by the current board of directors. The priorities are:

- The Whole Child and Student Well Being
- New Generation Education
- Trustees-Building Leadership Capacity
- Labour Relations
- Education Funding

The report on priorities for the 2016-2017 year will go to the annual general meeting for consideration and confirmation. OPSBA Priorities ([see Item 7.1 attached](#)).

Labour Relations reports were received. I have included a chart from the report that shows current status of local settlements as a percentage within the province. ([see Appendix D attached](#)).

Question was asked about the cost of labour relations on GSN budgets and OPSBA's annual budget. \$1.3 million funded through the GSN and paid to OPSBA. More info to follow at AGM.

CLOSED SESSION: The current OPSBA Executive Director contract expires June 30,2017: A resolution has been passed to strike a committee for search for replacement.

CLOSED SESSION: OPSBA has ratified the agreement with the Principal/Vice-Principal group. This group is not a collective but has been offered the opportunity to speak as a group for the benefit of all involved in negotiations.

OPSBA Annual General Meeting

I have received letters of requested support from candidates for the positions of 1st and 2nd Vice President. These letters will be included in a separate email to the trustees and discussion can occur during the OPSBA portion of the agenda.

Board of Directors**Item # 4.3 (b)****Origin:** Program Policy & Labour Relations Departments**Date:** April 28, 2016**Re:** FDK Curriculum and Growing Success Addendum**Priority:** The Whole Child and Student Well Being**Background:**

On March 31, 2016 the Ministry of Education released The Kindergarten Addendum to Growing Success, which includes reporting/communication templates. In addition the Revised Document for the Kindergarten Program, 2016 is also finalized and ready for release. Timelines for implementation and professional learning were shared for full implementation for September 1, 2016.

This Ministry implementation timeline sparked significant conversation within and among education partners linked to commitments that had been made at the central bargaining tables including the hiatus on Ministry Initiatives, collaborative professionalism conversations at the Transformation Team meetings and the actual purpose of the Ministry Initiatives Committee

As a result of feedback provided through the various venues identified above by education partners, an ad hoc committee was created to review the implementation timelines and associated strategies. The first meeting was held on April 27, 2016 and attended by Ministry staff, unions supporting teachers and ECEs, school board/trustee associations, CODE, OPSOA and the Principal associations.

Report:

The meeting on April 27, 2016 was dedicated to a presentation providing the background related to the introduction of FDK and an overview of resources, capacity building and funding (Appendix A). Following this presentation there was table discussion based on questions that were provided. This was followed by a report-back of the table discussions.

There was strong alignment between the 5 tables. The major themes were:

- More time is required for successful implementation - Suggestions included a staged implementation process with a soft launch in 2016-17. This would include opportunities to build capacity, pilot the templates and provide feedback from parents and educators to amend templates as appropriate. The full implementation would occur in 2017-18 school year. If a full year of staged implementation is not supported by the Ministry it was suggested that each school board could have a minimum of 25% of schools using the templates by January 2017 with the remainder coming on line in September 2017.
- Recognition that all boards currently have a mechanism to communicate FDK student progress. Time is required to build capacity to shift to the new templates and to learn how to effectively communicate curricular expectations to parents.
- Recognition that the technology to support the new templates will take some time to be put in place and properly field-tested.

- There were positive comments regarding FDK reporting being incorporated within Growing Success and Ministry policy.
- Because students in FDK could either be in their first or second year there will need to be a differentiated approach to communicating with parents. This will take time to develop.
- Strategies for professional learning must be done in teams including the administrator, teacher and ECE so that there is consistent messaging.
- Continuing to build the teacher and ECE relationship in order to determine the contribution of each within the reporting template.
- It was identified that the curriculum has changed in its final form relative to the draft version. As such there needs to be understanding and learning in order to link the curricular expectations to the new reporting templates and pedagogical documentation requirements.
- Professional learning needs to encompass both the revised curriculum and the new reporting expectations and templates.
- Professional learning is best done at the school and family of schools levels to promote dialogue, learning and application in an effort to build capacity over time. Funding was requested for this specific purpose.
- Regional and voluntary professional learning opportunities do not replace school, face to face and job embedded opportunities.
- On-line modules, WebnR's are beneficial as a supplement, but should not replace the face to face time for professional learning.
- A communication strategy will be necessary for parents.
- Concern expressed regarding K/Grade 1 classroom and the complexity for teachers.

The Ministry said they would compile the suggestions from the meeting. There was consensus from the attending group that an additional meeting would be beneficial to understand next steps.

Staff Resource:

Judith Nyman, Director, Program Policy
Penny Mustin, Director Labour Relations

Board of Directors**Item #5.4****Date:** April 27, 2016**Priority:** The Whole Child and
Trustees Building Leadership Capacity**Issue:** Legislative Update**Background:**

The report provides a legislative update for Board of Directors. MPPs are not sitting next week as it is a constituency week and will have one more constituency week around the Victoria Day holiday. The Legislative Assembly of Ontario will rise after June 9, leaving 20 sittings days until summer recess.

Ombudsman's Office

On April 1, 2016 Ontario's new Ombudsman Paul Dubé took his oath of office, beginning a five-year term. Mr. Dubé is the province's seventh Ombudsman since the office was established in 1975. OPSBA has connected with the Ombudsman's Office in order to meet with Mr. Dubé in the near future. The Ombudsman's office hosted two live webinars on March 31 to provide an overview to municipalities and school boards. The session *What to expect when the Ombudsman calls: Webinar for school boards* is posted on the Ombudsman's web site and can be found at: <https://www.ombudsman.on.ca/Resources/Video-Resources.aspx>

Current and Upcoming Legislation

- Bill 173, Jobs for Today and Tomorrow Act (Budget Measures) received Royal Assent on April 19, 2016. This bill was introduced on February 25, 2016 and is typically one of the last bills to move through the legislative process before summer recess.
- Bill 181, Municipal Elections Modernization Act was introduced on April 4, 2016 by Municipal Affairs and Housing Minister Ted McMeekin. The bill focuses on amendments to several key areas including: the election calendar, accessibility, third party advertising, campaign finance and election administration. Much of the media attention is the option for municipality to use a ranked ballot system which is not applicable to school board elections. The bill has been referred to the Standing Committee on Finance and Economic Affairs and OPSBA is preparing a submission. Our submission for Bill 181 will reflect our commentary in last summer's review of the Municipal Election Act. The submission will be reviewed by the Policy Development Work Team, Executive Council and staff among our member boards.

Key points:

- Nomination day moved from January 1 to May 1.
- Nominations would close on the fourth Friday in July instead of the second Friday in September.
- All candidates would be required to identify themselves on their election campaign advertisements.
- All candidates entitled to a refund of their nomination fee if they file their campaign financial statement by the deadline.
- School boards will be required to set out in policy the use of board resources during an election.

- o School boards will be able to set out in policy before the election, how automatic recounts would be conducted.
- o Clerks will be required to make voting accessibility plans public before voting day

The last municipal election was held on October 27, 2014. The next municipal election will be held Monday, October 22, 2018. Elections for municipal government are held every four years on the fourth Monday of October

- Municipal Legislation Review. Legislation to be introduced addressing changes to The Municipal Act, the City of Toronto Act and the Municipal Conflict of Interest Act. OPSBA provided a submission last Fall. *New: Legislation is now to be introduced in Fall 2016.*
 - Bill 113, Police Record Checks Reform Act received Royal Assent on December 3, 2015, but has yet to be proclaimed. This bill, introduced on June 3, 2015, by Yasir Naqvi, Minister of Community Safety and Correctional Services (MCSCS), establishes and standardizes three types of record checks: a criminal record check, a criminal record and judicial matters check, and a vulnerable sector check. It also allows a person to transfer their "check" approval if they were to move to a different jurisdiction instead of having to get a new check. OPSBA did send a submission of support. OPSBA has participated in preliminary stakeholder consultations regarding potential changes to Ontario Regulation 521/01 – Collection of Personal Information. Discussion included considering the impact of requiring school boards to collect vulnerable sector checks for every employee, requiring these checks every five years and what individuals should be included (e.g. volunteers, teacher candidates). *New: MCSCS is continuing to develop their regulations and plan to post them to the Regulatory Registry this summer. There is no definitive timeframe on the next phase of consultations for Ontario Regulation 521/01 but consultation will occur with partners on any changes that may be made.*
- Bill 127, Pathways to Post-secondary Excellence Act (Post-secondary Educational Report) was introduced on October 7, 2015, by Liberal MPP Yvan Baker. The bill would require the Higher Education Quality Council to collect and publish specific information about post-secondary education institutions on its website to help students make more informed choices when making a selection. The bill has been referred to the Standing Committee on Finance and Economic Affairs. *New: No public hearing dates have been posted.*
- Bill 139, Smoke-Free Schools Act was introduced on November 16, 2015, by PC MPP Todd Smith. The bill proposes to amend the Smoke-Free Ontario Act and the Tobacco Tax Act. The legislation would require the government to establish a public education program about the health risks associated with smoking and to add schools as places where the sale of tobacco is prohibited. In addition, Bill 139 would increase fines for those who make and sell contraband cigarettes to high school students. The bill has been referred to the Standing Committee on General Government. *New: No public hearing dates have been posted.*
- Bill 132, Sexual Violence and Harassment Action Plan Act received Royal Assent on March 8, 2016. The legislation is to deliver on commitments in "It's Never Okay," the government's action plan to stop sexual violence and harassment. The legislation would require all colleges and universities to have a stand-alone sexual violence policy; enhance requirements for sexual harassment prevention programs; create specific employer duties to protect workers. School boards will be required to amend their Workplace Harassment policies to include the definition of workplace sexual harassment. In addition, policies are to include:
 - measures and procedures for workers to report incidents of workplace harassment to a person other than the employer or supervisor if that person is the alleged harasser,
 - how incidents or complaints of workplace harassment will be investigated and dealt with;

- how information obtained about an incident is not disclosed unless necessary for the investigation,
 - how individuals involved in complaints are informed of investigation results
- New: These amendments come into force six months from the day the bill receives Royal Assent -- September 8, 2016.*

- Bill 149, Rowan's Law Advisory Committee Act was introduced on November 25, 2015, by PC MPP Lisa MacLeod and co-sponsored by Liberal MPP John Fraser and NDP MPP Catherine Fife. The bill asks for an advisory committee to review the inquest's recommendations following the death of Ottawa-Carleton DSB student Rowan Stringer. On December 10, 2015, the bill received Second Reading and was referred to the Standing Committee on the Legislative Assembly. *New: No public hearing dates have been posted*

Other Information

- On April 21, 2016 the Ministry of Health and Long Term Care announced expanding the Human Papillomavirus (HPV) vaccine to all girls and boys in Grade 7 beginning next September 2016. Currently the HPV vaccine is offered free of charge to girls in Grade 8 and those girls in Grade 8 next year will still be able to receive the two-dose HPV vaccine in school-based clinics. This follows the announcement last December regarding the province's new strategy, Immunization 2020, which is to "strengthen Ontario's publicly funded immunization program over the next five years." Upcoming proposed changes to the *Immunization of School Pupils Act* would include stronger requirements for school vaccine exemptions. Parents and guardians who are considering not to immunize their children would need to participate in an education session delivered by their local public health unit in order to obtain a vaccine exemption for non-medical reasons.
- On February 11, 2015 the Ministry of the Attorney General announced an expert review of the Construction Lien Act that will look at payment issues in the construction sector. Glenn Clarke, who was our lead on the suspended Bill 69 Prompt Payment Act, continues to be OPSBA/OASBO education stakeholder connecting with the panel on behalf of school boards. In March 2016, Borden Ladner Gervais LLP, the firm conducting this review, asked for a report extension. The report is now to be delivered to the government on April 30, 2016. The review was commissioned in response to stakeholder concerns related to prompt payment and effective dispute resolution in Ontario's construction industry.
- The TDSB has called for two upcoming by-elections to fill vacancies in Ward 14 (Toronto Centre-Rosedale) and Ward 5 (York Centre). The dates for these by-elections are Monday June 20, 2016 and Monday July 25, 2016 respectively.
- On March 9, 2016, the Quebec English School Boards Association (QESBA) made a presentation at the parliamentary hearings into the School Board Governance draft legislation (Bill 86). The hearings are now complete and Quebec's Education Minister Pierre Moreau had indicated that he will review all commentary and take his time to decide. Depending on next steps, QESBA may constitutionally challenge some aspects of the legislation. Quebec's National Assembly rises for summer recess on June 10, 2016 and any amendments made to currently introduced bills must be made by May 12, 2016. OPSBA was a signatory to a CSBA letter supporting QESBA and we will continue to monitor this legislation.

Staff Resource:

Jennifer McIntyre, Director of Policy

Board of Directors

Item #7.1 FOR APPROVAL

Origin: Executive Office

Date: April 27, 2016

Re: OPSBA Priorities – 2016-2017

Background

OPSBA has focused its advocacy and actions on five multi-year priorities. These priorities were developed as a result of a comprehensive priority-setting process that was initiated for the 2010-11 year. The Association's multi-year priorities are:

The Whole Child and Student Well-Being

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.

New Generation Education

OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today's complex global context.

Trustees - Building Leadership Capacity

OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Labour Relations

OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Process for determining OPSBA Priorities for 2016-2017

Although the Association's priorities are multi-year in scope, it is vital to review them annually to ensure that the areas of emphasis remain current and are responsive to the environment within which our education system operates. In keeping with OPSBA's priority-setting process, these priorities were considered at regional meetings on April 9 and 16, 2016. Participants in the regional meetings received a progress report on the work to date with regard to current priority areas of emphasis. This report was also circulated to trustees in the Northern Region and to First Nation trustees for input.

Appendix D

Local Settlements 2014 – 2017 for the OPSBA Member Boards

Summary				
Union	Total Bargaining Units*	Settled	Remaining	% Settled
CUPE	48	38	10	79.16%
ETFO Occasional	32	29	3	90.62%
ETFO Permanent**	34	33	1	97.05%
ETFO EW	12	8	6	66.67%
EWAO	5	3	2	60.00%
OCEW	13	6	7	46.15%
OSSTF Occasional	29	26	3	89.65%
OSSTF Permanent***	32	29	3	90.62%
OSSTF EW	53	47	6	88.67%
Total	258	219	39	84.88%

* Includes the School Authorities, excepting the treatment centers

** 2 ETFO Bargaining Units are combined permanent and occasional

*** 3 OSSTF Bargaining Units are combined permanent and occasional