

## 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 2014/06

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

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

### A G E N D A

Monday, June 23, 2014

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

PART II: Regular Board Meeting

Section (B) : – (open to public) TBA

PART III: Committee of Whole Board (2<sup>nd</sup> In-Camera Event IF Required)

Section (C) 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
Bartlett, Bette						MacGregor, Aaron					
Brown, Cindy						Mannisto, Mark					
Figliomeni, Kim						McRae, Pauline (Pinky)					
First Nation (Vacant)						Simonaitis, Fred					
Fisher, Matthew						Visintin, Maria (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>					
Petrack, Nancy: <i>Superintendent of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>					
Morden-Cormier, Nicole: <i>School Effectiveness Leader</i>					
Willcocks, Barb: <i>Student Success Leader</i>					
Paris, Marc: <i>Coordinator of Plant Services</i>					
Draper, Barb: <i>Coordinator of Human Resources Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Joannette, Rose-Marie: <i>Administrative Assistant/Communications</i>					

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

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

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

(Attached)

**2.1 Agenda: Committee of the Whole Board - Closed**

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

**2.2 Rise and Report from Closed Session**

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

**PART II: Regular Board Meeting**

Section (B): – (open to public): TBA

**3.0 Regular Meeting Call to Order**

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, June 23, 2014 be called to order at \_\_\_\_\_ p.m.

**4.0 Report of the Committee of the Whole Closed Section A**

**4.1** ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section A (Closed) Reports be adopted including the confidential minutes from the meeting held as  
1. Regular Board Meeting 2014-05 – May 26, 2014

That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, specifically.....(list motions here which may apply)

**5.0 Approval of Agenda**

✓ **That**, the agenda for the Superior-Greenstone DSB 2014/06 Regular Board Meeting, June 23, 2014 be accepted and approved.

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

**7.0 Minutes: Board Meetings and Board Committee Meetings**

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

1. Regular Board Meeting 2014-05 – May 26, 2014
2. Board Policy Review Committee – June 3, 2014

(Attached)

(Attached)

- 7.2 Approval of Superior-Greenstone DSB Special Education Plan 2015 (Attached)  
*✓ That, the Superior-Greenstone DSB accepts the June 10, 2014 recommendation from the Special Education Advisory Committee, to post the Special Education Plan 2015, effective July 1, 2014.*

**8.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

- 8.1 Board Audit Committee (M. Mannisto)  
 8.2 Board Policy Review Committee (C. Brown)  
 8.3 Native Education Advisory Committee (B. Willcocks)  
 8.4 Occupational Health & Safety Committee (W. Chiupka/M. Paris)  
 8.5 Parental Involvement Committee (M. Mannisto)  
 8.6 Special Education Advisory Committee (K. Figliomeni)

**9.0 Business Arising Out of the Minutes**

**10.0 Delegations and/or Presentations**

- 10.1 Excellence in Education (PowerPoint by  
Marjorie Mills PS: Engaging Parents Principal-Erica Cotton)  
 10.2 Update: Student Trustee (Maria Visintin)

**11.0 Reports of the Business / Negotiations Committee** (Business /Negotiations Chair: F. Simonaitis)  
Superintendent of Business: C. Tsubouchi

- 11.1 Report No. 39 (Attached – D. Tamblyn)  
Aboriginal Education Lead  
*✓ That, the Superior-Greenstone DSB having received Report No. 39: Aboriginal Education Leader, approves the addition of a System Lead Principal as the Aboriginal Education Lead.*
- 11.2 Report No. 40 (Attached – D. Tamblyn)  
Native Language Teachers  
*✓ That, the Superior-Greenstone DSB having received Report No 40: Native Language Teachers approves the combined addition of a maximum of 2.5 FTE Native Language Teachers, at Marjorie Mills Public School, B.A. Parker Public School, George O'Neill Public School, and Beardmore Public School, provided there is sufficient interest in the program.*
- 11.3 Report No. 41 (Attached – N. Petrick)  
Educational Assistant Staffing 2014-2015  
*✓ That, the Superior-Greenstone DSB having received Report No.41 Educational Assistant Staffing 2014-2015 approves this staffing as presented.*

- 11.4 Report No. 42  
Board Estimate 2014-2015

(To follow under separate cover– C. Tsubouchi)

**12.0 Reports of the Director of Education**

*Director of Education: David Tamblyn*

- 12.1 Report No. 43: Director's Monthly Report-June 2014

(Attached – D. Tamblyn)

- 12.2 Report No. 44  
2014 Summer Break and Board Business

(Attached – D. Tamblyn)

✓ **That**, the Superior-Greenstone DSB having received  
Report No. 44: 2014 Summer Break and Board business,  
cancels the Regular Board meeting scheduled on  
Monday, July 21, 2014, 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 2014.*

- 12.3 Report No. 45:  
Trustee Code of Conduct re Appendix F of Board Bylaws

(Attached – D. Tamblyn)

✓ **That** the Superior-Greenstone DSB having received  
Report No 45: Code of Conduct Report of the Board  
Bylaw Committee as a substitute for the present Code  
of Conduct; the revised Code of Conduct be adopted.

**13.0 Reports of the Education Committee**

*(Education Chair: Matt Fisher)*

*Superintendent of Education: Nancy Petrick*

- 13.1 No Reports

**14.0 Reports from Human Resources**

*Board Chair: Pinky McRae*

- 14.1 Report No. 46:  
Personnel-June 23, 2014

(Attached – B. Draper)

**15.0 New Business**

*(P. McRae)*

- 15.1 Board Chair

- 15.2 Trustees' Reports: Constituent Concerns

- 15.3 Future Board Meeting Agenda Items

- 15.4 Miscellaneous

**16.0 Notice of Motion**

**17.0 Trustee Associations and Other Boards****18.0 Observer Comments**

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

*PART III: Committee of the Whole Board**Section (C) In-Camera: – (closed to public) TBA.***19.0 Committee of the Whole Board** (In-Camera Closed)**19.1 Agenda: Committee of the Whole Board – Closed**

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

**19.2 Rise and Report from Closed Session**

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

**20.0 Report of the Committee of the Whole Closed Section C**

✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section C (Closed) Reports be received, and specifically that:

✓ **That**, ...list motions here which may apply

**21.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB 2014/06 Regular Board Meeting, Monday, June 23, 2014 adjourn at \_\_\_\_\_, p.m.

<b><u>2014 - Board Meeting Schedule</u></b>	
<i>All meetings convened at Superior-Greenstone DSB Meeting Room, Marathon, ON (6:30 p.m.)</i>	
Monday, July 21	Monday, October 27
Monday, August 25	Monday, November 17
Monday, September 22	Friday, December 5: Inaugural Face-to-Face, @ 11:00 a.m.)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2014/06**

Committee of the Whole Board: Closed Session.

Monday, June 23, 2014

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

**A G E N D A**

**Board Chair:** P. McRae

VC Sites: GCHS / LSHS / MNHS / NRHS

**Director:** David Tamblyn

Teleconference Moderator: RM. Joanne

PART I: Committee of Whole Board – Closed

Section (B): In-Camera 6:30 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 Personnel Report No. 43 (Attached – B. Draper)
- 4.0 Update: Negotiations (C. Tsubouchi)
- 5.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2014-05 –May 26, 2014 (Attached)

PART III: Committee of the Whole Board

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

THE BOARD MAY USE THIS SECTION FOR A SECOND COMMITTEE OF THE WHOLE-IN-CAMERA (CLOSED) SESSION IF REQUIRED

- 1.0 2013-2014 Director's Performance Appraisal (June 2014) (D. Tamblyn)

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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 Geraldton Composite High School ..... (GCHS).....500 Second Street West, Geraldton, ON

### Regular Board Meeting 2014/05

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

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

### MINUTES

Monday, May 26, 2014

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

**Board Chair:** P. McRae

**Director Designate:** C. Tsubouchi

VC Sites: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A) In-Camera: : – (closed to public): 6:33 p.m.

PART II: Regular Board Meeting

Section (B) : – (open to public) 6:45 p.m.

### Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette	X					MacGregor, Aaron			X		
Brown, Cindy					X	Mannisto, Mark			X		
Figliomeni, Kim	X					McRae, Pauline (Pinky)	X				
First Nation (Vacant)						Simonaitis, Fred	X				
Fisher, Matthew (Joined @ 6:54P / Excused @ 7:44P)		X				Visintin, Maria (Student)		X			

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: Director of Education			X		
Petrick, Nancy: Superintendent of Education	X				
Tsubouchi, Cathy: Superintendent of Business	X				
Williams, Dianne: Manager of Accounting Services	X				
Chiupka, Wayne: Manager of Plant Services/Transportation	X				
Morden-Cormier, Nicole: School Effectiveness Leader		X			
Willcocks, Barb: Student Success Leader	X				
Paris, Marc: Coordinator of Plant Services			X		
Draper, Barb: Coordinator of Human Resources Services	X				
Lucas, Jay: Coordinator of Information Technology Services	X				
Joannette, Rose-Marie: Administrative Assistant/Communications	X				

**1.0 Roll Call**

Chairperson P. McRae conducted roll call at 6:32 p.m. Members were present as noted in above matrix.

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

*Section (A) In-Camera: – (closed to public) 6:33 p.m.*

**2.0 Committee of the Whole Board**

**2.1 Agenda: Committee of the Whole Board - Closed**

**73/14**

Moved by: Trustee K. Figliomeni

Second: Trustee F. Simonaitis

✓*the Superior-Greenstone DSB go into a Committee of the Whole Board Section A (Closed Session) at 6:33 p.m. and that this portion be closed to the public.*

Carried

**2.2 Rise and Report from Closed Session**

**74/14**

Moved by: Trustee K. Figliomeni

Second: Trustee F. Simonaitis

✓*That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section A (Closed Session) at 6:43 p.m. and that this portion be open to the public.*

Carried

**PART II: Regular Board Meeting**

*Section (B): – (open to public): 6:45 p.m.*

**3.0 Regular Meeting Call to Order**

**75/14**

Moved by: Trustee A. MacGregor

Second: Trustee K. Figliomeni

✓*That, the Superior-Greenstone DSB Regular Board Meeting on Monday, May 26, 2014 be called to order at 6:45 p.m.*

Carried

**4.0 Report of the Committee of the Whole Closed Section A**

**4.1 76/14**

Moved by: Trustee M. Mannisto

Second: Trustee F. Simonaitis

✓*That, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section A (Closed) Reports be adopted including the confidential minutes from the meeting held as*  
1. Regular Board Meeting 2014-04 – March 24, 2014

Carried

**5.0 Approval of Agenda**

**77/14**

Moved by: Trustee K. Figliomeni

Second: Trustee F. Simonaitis

✓*That, the agenda for the Superior-Greenstone DSB 2014/05 Regular Board Meeting, May 26, 2014 be accepted and approved.*

Carried



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

There were no disclosures of interest at this time.

## **7.0 Minutes: Board Meetings and Board Committee Meetings**

### **7.1 78/14**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Mannisto

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

1. Regular Board Meeting 2014-04 – March 24, 2014
2. Board Policy Review Committee – April 01, 2014
3. Special Board Meeting 02-2014 – April 02, 2014
4. Special Board Meeting 03-2014 – April 10, 2014
5. Special Board Meeting 04-2014 – May 08, 2014

Carried

### **7.2 Board Policy Review Committee Recommendation**

Trustee MacGregor requested further examination of Policy 302 Management Guideline. It was agreed to send this issue back to the Board Policy Review Committee for clarification of some points before final Board approval.

### **79/14**

Moved by: Trustee K. Figliomeni

Second: Trustee M. Mannisto

✓**That**, the Board accepts the recommendations outlined in the BRPC minutes of April 1, 2014 and approves as reviewed:

- P-302 Student Transportation by Staff or Other Volunteers
- P309 Investment (NEW)
- P-533 Inclement Weather
- P-610 Prior Learning Assessment & Recognition – Mature Student
- MG-610 Prior Learning Assessment & Recognition – Mature Student (NEW)

to be posted to the Board website with an implementation date of May 27, 2014, and which shall supersede any previous policies and management guidelines.

Carried

## **8.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

### **8.1 Board Audit Committee**

Trustee Mannisto reported that Board Audit Committee member K. Bruley has resigned. As this committee requires two external board audit committee members, an advertisement will be issued to recruit for this position.

### **8.2 Board Policy Review Committee**

The next meeting is scheduled on June 3, 2014

### **8.3 Native Education Advisory Committee**

Barb Willcocks reported that NEAC continues to work with Rachel Mishenene to develop an Aboriginal Cultural Handbook. Final work will take place at its next meeting scheduled on June 19.

### **8.4 Occupational Health & Safety Committee**

No report

8.5 Parental Involvement Committee

The last meeting on May 21 was conducted as an information session because there was no quorum. The next meeting will be in the fall after school councils have been elected.

8.6 Special Education Advisory Committee

The meeting in May was cancelled due to lack of quorum and rescheduled to June 10.

**9.0 Business Arising Out of the Minutes**

There was no business arising.

**10.0 Delegations and/or Presentations**

10.1 Excellence in Education: Nakina Public School

Principal Angela Miller provided a PowerPoint report about the students, school and the approach to teaching and learning with shared values, beliefs and program. In the course of her presentation she provided examples of how Nakina Public School draws on the Board Strategic Plan and Priorities in all of its approaches in classroom instruction.

10.2 Update: Student Trustee

Student Trustee M. Visintin advised a report would be forthcoming after the next Student Senate meeting scheduled in mid-June.

10.3 2014-2015 Student Trustee Appointment

Director D. Tamblyn reported that the election for Student Trustee was facilitated through the Student Senate composed of student members from both the elementary and secondary panel. Senior students from all five high schools submitted applications to the Student Senate who voted in the candidate of their choice.

**80/14**

*Moved by: Trustee K. Figliomeni*

*Second: Trustee M. Mannisto*

✓ **That**, the Superior-Greenstone DSB accept the appointment of Cassidy Houston from Nipigon-Red Rock District High School to serve as the 2014-2015 Student Trustee, effective for the period, August 1, 2014 to July 31, 2015.

Carried

**11.0 Reports of the Business / Negotiations Committee**

*(Business /Negotiations Chair: F. Simonaitis)*

*Superintendent of Business: C. Tsubouchi*

11.1 Report No. 24: 14/15 Grants for Student Needs (GSN) Update

Superintendent of Business C. Tsubouchi provided a comprehensive report to the Board about funding model for the 2014-2015 school year as released by the ministry in late March. A notable change starting this year is the fully phased in kindergarten program funding with the ministry's five-year phase-in completed. The final estimates are due into the ministry by June 30.

11.2 Report No. 25: Enrolment Update March 2014

C. Tsubouchi provided an overview of the report noting that overall, enrolment for 2013-2014 is up by 50.91 FTE from budget

- 11.3 Report No. 32: Interim Report No. 2  
 Manager of Accounting Services D. Williams provided highlights of the board's financial status as of March 31, 2014. Forecast to year-end remains within projections.

## **12.0 Reports of the Director of Education**

*Director of Education: David Tamblyn*

### **12.1 Director's Monthly Report**

#### **12.1.1 Report No. 26: April 2014**

D. Tamblyn noted that since this report was made available in April he would limit his comments to the May report.

#### **12.1.2 Report No. 33: May 2014**

Director D. Tamblyn provided an overview of his report, making note that Education Week was scheduled the week of May 12-16. The focus of the celebration was on *Diversity*, where in schools work is done every day to create a more inclusive and equitable learning environment.

### **12.2 Report No. 27: Employee Recognition**

D. Tamblyn advised that the Employee Long Term Recognition Award Report is an annual report prepared in conjunction with Board Policy 712. Employees who have reached 10 year and 25-year milestones are recognized through this policy. Congratulations to the following staff who have reached these two significant employment milestones.

#### **Non-Teaching with 10 years as of September 5, 2014**

B.A. Parker PS ..... Alyson Beaudry  
 Beardmore PS ..... Norma Cox  
 Board Office ..... Jerome Lequant  
 Margaret Twomey PS ..... Shirley Cooper  
 Marjorie Mills PS ..... Anna Cargnelutti  
 Manitouwadge PS ..... Tammy Rathwell  
 Geraldton Composite HS ..... Doree Cargnelutti and Patti Davis  
 Lake Superior HS ..... Cristy Commisso  
 Nipigon-Red Rock DHS ..... Andrea Lackey, Debra Grebenc, Fawn McAllen,  
 ..... Lana Desjardins, Loretta Mangoff and Timothy Wawia

#### **Non-Teaching with 25 years as of September 5, 2014**

B.A. Parker PS and  
 Geraldton Composite HS ..... Claude Fournier  
 Margaret Twomey PS ..... Barry Bodnarchuk and Nancy Johansson  
 Terrace Bay PS ..... Sandra Morrison  
 Lake Superior HS ..... Heather Lohnes  
 Manitouwadge HS ..... Caroline Goulding  
 Marathon HS ..... Susan Dick

#### **Teaching with 10 years by September 2014**

Manitouwadge PS ..... Diane Aquiar

Teaching with 25 years by September 2014

Terrace Bay PS .....Angela Hewson  
Lake Superior HS .....Virginia McMillan  
Manitouwadge HS .....Philippe Leduc  
Marathon HS .....George Kearley and Maria Smelt

Administration with 25 years by September 2014

Geraldton Composite HS .....Allan Luomala  
Nakina PS .....Angela Miller

12.3 Report No. 29: School Graduation Dates

D. Tamblyn advised the report lists school graduation dates for reference by Trustees who are often invited to attend as dignitaries.

12.4 Report No. 34: 2013-2014 Director's Performance Review

D. Tamblyn advised that each year in June, the Directors Performance Review is conducted. Contained in the report is the rubric for Trustees to use in the course of their evaluation of the Director's work over the last year. D. Tamblyn noted that last October, Trustees were presented with a work plan (also attached) which can be used in tandem with the rubric for the review process.

Board Chair McRae requested that Trustees send their completed reviews directly to her prior to the June Board meeting where Director's performance appraisal will take place.

12.5 Final Draft SGDSB Bylaws

D. Tamblyn noted the bylaws as attached represent the work completed during two professional development events attend by Trustees in the company of certified Parliamentarian Lori Lukinuk.

12.6 Report No. 30: Report of the Board By-Law Committee

D. Tamblyn briefly reviewed the process to date by which the attached final Superior-Greenstone DSB Bylaw document was developed. He noted that the recommendation is to adopt the bylaw, but he drew attention to Appendix F as an insert from the National Association of Parliamentarians, Basic Information Leaflet which is copyrighted material. Given this, the recommendation requires an amendment to allow inclusion of this reprint in the SGDSB Board Bylaws.

**81/14**

Moved by: Trustee M. Mannisto

Second: Trustee F. Simonaitis

✓**Resolved that**, that, Superior-Greenstone DSB include in the Table of Contents under Appendix F, the words:

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Carried

**82/14**

Moved by: Trustee M. Mannisto

Second: Trustee F. Simonaitis

✓**That**, Superior-Greenstone DSB approves the following resolution;

*Whereas, The Bylaw Review Committee after reviewing the bylaws and its attached appendices determined that significant changes were warranted to both the bylaws and appendices; and*

Whereas, due to the number of changes and complexity of such changes, the Bylaw Review Committee concluded that the best course of action would be a substitute for the present bylaws and appendices;

On behalf of the Bylaw Review Committee, resolved, That as a substitute for the present bylaws and appendices, the revised bylaws and appendices submitted by the committee be adopted as amended; and

Resolved, That the Code of Conduct remains as an attached Appendix to the Bylaws, as is, with a majority vote requirement to amend until which time the amendments are made and a newly adopted Code of Conduct exists. Thereafter the vote requirement to amend the Code of Conduct will be determined by the Board.

Carried

### **13.0 Reports of the Education Committee**

*(Education Chair: Matt Fisher)*

*Superintendent of Education: Nancy Petrick*

#### **13.1 Report No. 35: 2014-2015 Secondary Staffing**

Superintendent of Education Nancy Petrick provided a comprehensive review of this report noting the changes from the proposal presented at the Special Board meeting on May 8, 2014 which sees a net staffing difference from the previous year of an additional 1.17 FTE.

Trustee B. Bartlett requested a recorded vote on the Secondary Staffing Proposal. Trustee M. Mannisto supported her request.

**83/14**

Moved by: Trustee A. MacGregor

Second: Trustee K. Figliomeni

✓**That**, Superior-Greenstone DSB having received Report No. 35: 2014-2015 Secondary Staffing for September 2014 approves the report as presented.

Recorded Vote	
Yes	No
C. Brown	B. Bartlett
M. Fisher	
M. Mannisto	
K. Figliomeni	
F. Simonaitis	
A. MacGregor	

Carried

### **14.0 Reports from Human Resources**

*Board Chair: Pinky McRae*

#### **14.1 Personnel**

##### **14.1.1 Report No. 31: Personnel – April 28, 2014**

Human Resource Coordinator Barbara Draper addressed inquiries from the Board during the closed session.

##### **14.1.2 Report No. 36: Personnel – May 26, 2014**

Human Resource Coordinator Barbara Draper addressed inquiries from the Board during the closed session.

**15.0 New Business**

(P. McRae)

**15.1 Board Chair****15.1.2 Trustee Committee Appointments****84/14***Moved by: Trustee M. Fisher      Second: Trustee F. Simonaitis**✓That, the Trustee Aaron MacGregor be appointed as a member of the Parent Involvement Committee and the Board Policy Review Committee, effective May 26, 2014.*Carried**15.2 Trustees' Reports: Constituent Concerns**

Nil

**15.3 Future Board Meeting Agenda Items**

Nil

**15.4 Miscellaneous**

Trustee A. MacGregor provided clarification to Senior Administration regarding the purpose of his inquiries during the discussion on elementary panel staffing which took place at the Special Board Meeting on May 8, 2014.

**16.0 Notice of Motion****16.1 Code of Conduct – Revised (Draft)****16.2 Notice of Motion****85/14***Moved by: Trustee F. Simonaitis      Second: Trustee M. Mannisto**✓Resolved that, at the June 2014 Regular Board meeting, as a substitute for the present Code of Conduct, the revised Code of Conduct as submitted by the Committee be discussed so as to be adopted.*Carried**17.0 Trustee Associations and Other Boards**

Trustee M. Mannisto provided a brief report on the events from the OPSBA Board of Director's meeting held in early May.

**18.0 Observer Comments**

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

Nil

**19.0 Adjournment****86/14***Moved by: Trustee K. Figliomeni      Second: Trustee F. Simonaitis**✓That, the Superior-Greenstone DSB 2014/05 Regular Board Meeting, Monday, May 26, 2014 adjourn at 7:54 p.m.*Carried

<b><u>2014 - Board Meeting Schedule</u></b>	
<i>All meetings convened at Superior-Greenstone DSB Meeting Room, Marathon, ON (6:30 p.m.)</i>	
Monday, June 23 <i>Face-to-Face, Marathon</i>	Monday, October 27
Monday, July 21	Monday, November 17
Monday, August 25	Friday, December 5 <i>Inaugural Face-to-Face @ Marathon Board Office (Time @ 11:00 a.m.)</i>
Monday, September 22	

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2014/05**

Committee of the Whole Board: Closed Session.

Monday, May 26, 2014

Designated Site: Superior-Greenstone DSB Meeting Room 12, Hemlo Drive, Marathon, ON

**T O P I C S**

**Board Chair:** P. McRae

VC Sites: GCHS / LSHS / MNHS / NRHS

**Director Designate:** C. Tsubouchi

Teleconference Moderator: RM. Joanne

PART I: Committee of Whole Board – Closed

Section (B): In-Camera 6:33 p.m.

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Personnel Reports
  - 3.1 April 28, 2014
  - 3.2 May 26, 2014
- 4.0 Update: Negotiations
- 5.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2014-04 – March 24, 2014

**Regular Board Meeting 2014-05**

Monday, May 26, 2014

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2014

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee

Videoconference Meeting – Marathon, ON

Tuesday, June 3, 2014 @ 7:00 p.m.

**MINUTES**

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy (Cmte Chair)	X					Mannisto, Mark		X			
Fisher, Matthew				X		Simonaitis, Fred				X	
MacGregor, Aaron		X				McRae, Pinky (Ex-Officio)		X			
Administration Resource Members							OS	TC	VC	A	R
David Tamblyn: Director of Education							X				
Nancy Petrick: Superintendent of Education									X		
Cathy Tsubouchi: Superintendent of Business							X				
Angela Miller: Principal Resource										X	
RM. Joannette: Recorder							X				

Legend: P = Policy  
 MG = Management Guideline  
 PG = Procedural Guideline

**1.0 Review and Approval of Minutes: April 1, 2014**[\(Attached\)](#)

Moved: M. Mannisto

That, the Board Policy Review Committee minutes of April 1, 2014 be approved.

**2.0 Business Arising from Minutes**

Nil

**3.0 Reviews: New/Existing (P's / MG's and / or PG's)****3.1 P-215 Trustee Honorarium**[\(Attached\)](#)

C. Tsubouchi provided background regarding the Consumer Price Index (CPI) calculation currently in effect. She noted that in July it's expected that a new factor will be provided and which can be inserted to calculate the base amount for trustee honourariums. She also advised that with the Municipal Election schedule in October this appendix must be finalized to be effective for the incoming board.

**MG-302 Student Transportation by Staff or Other Volunteers**[\(Attached\)](#)

C. Tsubouchi reported this guideline has come before the committee as a result of an inquiry at the May 26, 2014 Board meeting where clarification was sought regarding the stated licensee age-criteria for volunteers. She has checked with OSBIE whose recommendation it is that, using students under 21 years-old poses a risk exposure that is outside of a board's ability to handle.

The group discussion followed wherein a variety of different "volunteer driver" scenarios were articulated. It was noted that if there is limitation based on "age", then it is



possible this limitation may well preclude a parent volunteer who is under the age of 21 or even a board employee who is under this age. C. Tsubouchi will review further and attempt to tighten up the wording so that the age qualification is not an across the board criteria. As a board-wide criteria it has the potential to preclude parental involvement and possibly even staff assistance. This will come before the BPRC again at its September meeting with the plan to have it come before the board for approval at the September Board meeting.

**4.0 Policies for Stakeholder Review: ( June 4- August 8, 2014)**

- P-215 Trustee Honourarium
- MG-302 Student Transportation by Staff or Other Volunteers (NEW)

**5.0 Policies for Board Approval on June 23, 2014:**

Nil

**6.0 Next Meeting and Workplan**

September 9, 2014

- P-303 Purchasing
- P-414 Energy and Resource Conservation (NEW)
- MG-414 Energy and Resource Conservation (NEW)
- P 520 Safe Schools Code of Conduct
- P-515 School Community Council
- P-518 Emergency Procedures
- P 520 Safe Schools Code of Conduct
- MG-520 Safe Schools Code of Conduct
  - PG – Hostile and Violent Incidents
  - PG – School Emergency Evacuation/Civil Emergency Evacuation/School Closures
  - PG – School Lockdown
  - PG – Wild Animals on School Property
  - PG – School Emergency Procedures Plan
    - Emergency Response Guide Flipchart
- P-523 Work Education Program Approvals
- P-532 Bomb Threats
- MG 532 Bomb Threats

**7.0 Adjournment**

Moved: M. Mannisto Second: A. MacGregor

That, the Board Policy Review Committee Meeting of June 3, 2014 adjourn at 7:27 p.m.

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

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*Section*                      BOARD AND ADMINISTRATION

*Policy Name*              TRUSTEE HONOURARIUM 215

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<i>Board Approved:</i> _____ October 23, 2012 October 30, 2006 May 27, 2014	<i>Reviewed</i>	June 3, 2014 October 2, 2012 September 20, 2010 February 20, 2007 April 1, 2014	<i>Review By:</i> _____
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### ***POLICY***

It is the policy of Superior-Greenstone District School Board, in compliance with the legislative requirements of the *Education Act*, to pay an honourarium to its board members.

### ***PROCEDURES***

Payment of the annual honourarium is outlined in [Appendix A](#)

September 20, 2010

Reference	Trustee Honorarium Calculation	Effective Dec. 1/2014	Effective Dec. 1/2015	Effective Dec. 1/2016	Effective Dec. 1/2017	Comments
5 (1)	<b>BASE</b>	<b>5,941</b>	<b>5,941</b>	<b>5,941</b>	<b>5,941</b>	*CPI limited to amount of decrease due to declining enrolment
5 (3)	<b>CHAIR ALLOWANCE</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	
5 (4)	<b>VICE CHAIR ALLOWANCE</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	<b>2,500</b>	
6 (2) 1.	<b>ENROLMENT for Trustee</b>	<b>328</b>	<b>340</b>	<b>340</b>	<b>340</b>	
	ENROLMENT Calculation for Trustee: Day School Average Daily Enrolment X Amount / Number of Members = Calculated Amount	1,497.26 1.75 8 328	1,553.51 1.75 8 340	1,553.51 1.75 8 340	1,553.51 1.75 8 340	Enrolment to be recalculated annually
6 (3) 1.	<b>ENROLMENT for CHAIR</b>	<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>	
	ENROLMENT Calculation for CHAIR: Day School Average Daily Enrolment X Amount Calculated Amount Minimum Maximum	1,497.26 0.05 74.86 500 5,000	1,497.26 0.05 74.86 500 5,000	1,497.26 0.05 74.86 500 5,000	1,497.26 0.05 74.86 500 5,000	Enrolment to be recalculated annually
6 (4) 1.	<b>ENROLMENT for VICE CHAIR</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	
	ENROLMENT Calculation for VICE CHAIR: Day School Average Daily Enrolment X Amount Calculated Amount Minimum Maximum	1,497.26 0.025 37.43 250 2,500	1,497.26 0.025 37.43 250 2,500	1,497.26 0.025 37.43 250 2,500	1,497.26 0.025 37.43 250 2,500	Enrolment to be recalculated annually
<b>SUMMARY</b>	<b>CHAIR</b>	<b>11,400</b>	<b>11,400</b>	<b>11,400</b>	<b>11,400</b>	
	<b>VICE CHAIR</b>	<b>8,650</b>	<b>8,650</b>	<b>8,650</b>	<b>8,650</b>	
	<b>TRUSTEE</b>	<b>6,269</b>	<b>6,281</b>	<b>6,281</b>	<b>6,281</b>	
	Future Year Adjustments			Adjusted for Enrolment Changes	Adjusted for Enrolment Changes	
7 (1)	ATTENDANCE	Maximum of \$50.00 per committee meeting required by ACT or regulation				Time Card to be submitted
8 (1)	DISTANCE	Maximum of \$50.00 per committee meeting required by ACT or Regulation. Distance between member's residence and place of meeting is more than 200 km				Time Card to be submitted

\*\* Student Trustee Honorarium outlined in Policy 210: Student Trustee

\*Legal Counsel for the Ontario Public School Boards' Association (OPSBA) has advised that the effect of the *Public Sector Compensation Restraint to Protect Public Services Act (2010)* is to defer the application of the Consumer Price Index (CPI) adjustment until after March 31, 2012. Per Board resolution 175/10, CPI increases were made applicable effective September 1, 2012.  
Base amount = \$5,941.00 x (Ontario CPI June 2014 / Ontario CPI July 2010) = \$5,941.00 x (116.0 / 116.0) = \$5,941

On April 1, 2012, O. Reg. 357/06 was amended by the Minister to maintain the limits on trustee remuneration until March 31, 2014. On March 28, 2014, the Minister further extended the freeze to November 30, 2014. Until November 30, 2014, CPI increases are limited to the decrease due to declining enrolment.

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

<i>Section</i>	BUSINESS AND TRANSPORTATION	
<i>Management Guideline</i>	STUDENT TRANSPORTATION BY STAFF OR OTHER VOLUNTEERS	
<i>Applicable Policy</i>	STUDENT TRANSPORTATION BY STAFF OR OTHER VOLUNTEERS	302
<hr/>		
<i>Reviewed: June 3, 2014</i>		
<i>April 1, 2014</i>		
<i>November 5, 2013</i>		
<i>November 6, 2012</i>		
<hr/>		

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

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

### **PROCEDURES**

#### **1.0 Principal's Responsibility**

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

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

## **2.0 Insurance Coverage**

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

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

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

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

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

Seating capacity is the key determinant, not the number of passengers actually being carried. Vehicles are divided into three categories based on the vehicle seating capacity:

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

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

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

- Driver must carry a valid driver's license with a "G" class;
- Vehicle must have safety inspection stickers, carry a logbook and conform to Regulation 611 of the Highway Traffic Act.

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

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

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

- Driver must carry a valid driver's license with an "E" class;
- Vehicle must meet all of the "school purpose bus" regulations under the Highway Traffic Act.

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

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

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

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Tuesday, April 1, 2014 @ 7:00 p.m.

**MINUTES**

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy (Cmte Chair)	X					Simonaitis, Fred		X			
Fisher, Matthew (Alternate)					X	McRae, Pinky (Ex-Officio)		X			
Mannisto, Mark		X									
Administration Resource Members							OS	TC	VC	A	R
David Tamblyn: Director of Education							X				
Nancy Petrick: Superintendent of Education								X			
Cathy Tsubouchi: Superintendent of Business							X				
Angela Miller: Principal Resource								X			
Corinne Hooper: Recorder							X				

Legend: P = Policy  
MG = Management Guideline  
PG = Procedural Guideline

**1.0 Review and Approval of Minutes: November 5, 2013**

*Moved: Fred Simonaitis*

*Second: Angela Miller*

*That, the Board Policy Review Committee minutes of November 5, 2013 be approved.*

**3.0 Business Arising from Minutes****3.0 Reviews: New/Existing (P's / MG's and / or PG's)****3.1 P-215 Trustee Honorarium**

C. Tsubouchi advised that the day after the BPRC agenda was sent out, the Minister announced that she will be amending the Ontario Regulation to extend the restraint period for trustee honoraria to November 30, 2014. Therefore, it is recommended that P-215 be deferred to the next meeting.

**P-302 Student Transportation by Staff or Other Volunteers****MG-302 Student Transportation by Staff or Other Volunteers (NEW)**

As promised C. Tsubouchi looked into the liability coverage amounts. OSBIE stated that the standard coverage is \$1 million; therefore, changes regarding the coverage in the policy are not required. As both the policy and management guideline have already been posted for stakeholder review, both will be brought forward for board approval at the regular meeting scheduled for April 28, 2014.

**P-523 Work Education Program Approvals**

N. Petrick in consultation with the Student Success Leader and the Board OYAP lead suggest that this policy should be replaced with a new, all encompassing, policy. The current policy does not reflect all of the Work Education Programs undertaken in our schools. N. Petrick will draft a

new policy and email it to all of the BPRC members. Additionally, in her consultations with the Student Success Leader and the Board OYAP lead it was felt that the policy should be entitled “Cooperative Education and Work Education Programs”. Cindy Brown asked if the programs are used. The response is that the programs are used all the time, with a quarter of the student population, if not more, using cooperative education all the time.

- 4.0** **Policies for Stakeholder Review** (April 1, 2014 – June 3, 2014)  
No policies will be put forward for stakeholder review at this time.

**5.0** **Policies for Board Approval on April 28, 2014:**

P-302 Student Transportation by Staff or Other Volunteers  
MG-302 Student Transportation by Staff or Other Volunteers (NEW)  
P-610 Prior Learning Assessment & Recognition-Mature Student  
MG-610 Prior Learning Assessment & Recognition-Mature Student (NEW)  
P-309 Investment (NEW)  
P-533 Inclement Weather

**6.0** **Next Meeting and Workplan: June 3, 2014**

Date to be Determined

P-215	Trustee Honorarium
P-***	Cooperative Education and Work Education Programs (NEW) -Replacing P-523 Work Education Programs
P-303	Purchasing
P-414	Energy and Resource Conservation (NEW)
MG-414	Energy and Resource Conservation (NEW)
P-515	School Community Council
P-518	Emergency Procedures
P 520	Safe Schools Code of Conduct
MG-520	Safe Schools Code of Conduct
	<ul style="list-style-type: none"> <li>• PG – Hostile and Violent Incidents</li> <li>• PG – School Emergency Evacuation/Civil Emergency Evacuation/School Closures</li> <li>• PG – School Lockdown</li> <li>• PG – Wild Animals on School Property</li> <li>• PG – School Emergency Procedures Plan</li> <li>• Emergency Response Guide Flipchart</li> </ul>
P-532	Bomb Threats
MG 532	Bomb Threats

**7.0** **Adjournment**

Moved: Fred Simonaitis                      Second: Mark Mannisto  
That, the Board Policy Review Committee Meeting of April 1, 2014 adjourn at 7:11 p.m.

# 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](http://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 (SERT)
- 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-Greystone 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. Exceptional students within the board's jurisdiction (regardless of exceptionality) can access services through:

- placement in the regular classroom setting
- placement in the regular classroom setting with resource services to the classroom teacher or student
- placement in the regular classroom setting with the assistance of a special education support person
- placement in the regular classroom setting with resource assistance or resource withdrawal 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 exceptional students 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-Greystone District School Board
- education will be provided as close to the regular classroom environment as feasible in co-operation with local boards, community agencies and provincial services

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

### **Special Education Placements Provided by the Board**

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

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

## Programs and Services Regardless of Exceptionality

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

- in-school assessments by S.E.R.T personnel
- out-of-school assessments by 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.

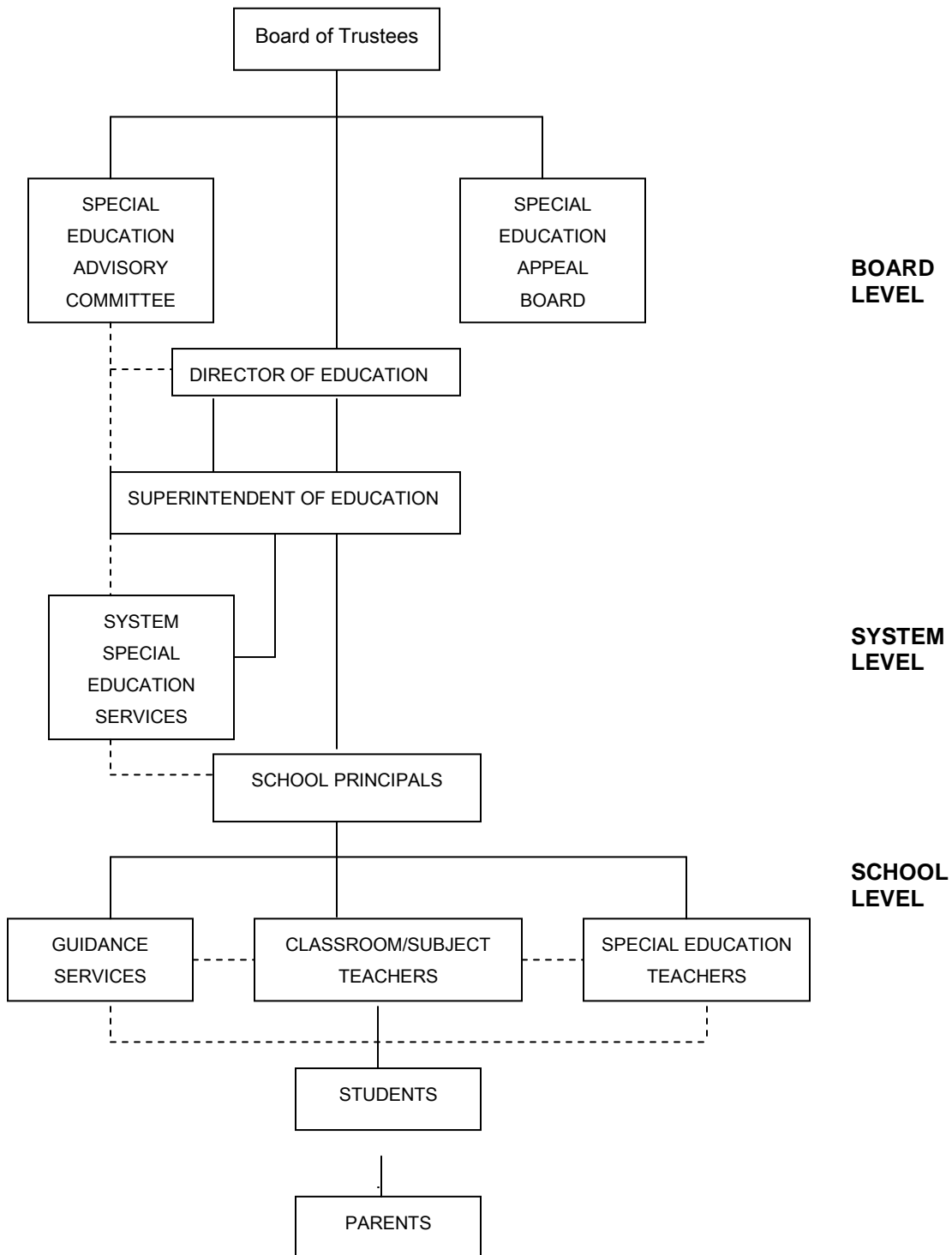
### **Provincial and Demonstration Schools**

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-Greenstone District School Board Plan Appendix E.

## C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART

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



Direct Lines of Responsibility —————  
 Consultation Relationship - - - - -

## **D - EARLY IDENTIFICATION PROCEDURES/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.

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

Should difficulties continue, a parent-teacher conference is held to discuss the next course of action with regard to assisting the student. At this time, the school (teacher) should be giving the parent the board's



information pamphlets with regard to the special education process and explaining the process. Time should be taken to ensure that the parent fully understands the process and that the procedures to be followed are understood. The school (teacher) should also discuss the assessment process and obtain the necessary consents to refer the child for an in-school (educational) or out-of-school assessment.

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

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

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

### **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

## 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	Review Prior To: December 2015	
	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. The Early Identification procedure is done by the JK and SK teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

### ***PROCEDURES***

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

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

#### **2.0 Time Line**

<u>Action</u>	<u>Involved</u>	<u>Time Line</u>
• JK and SK Registration	Principal	January/February
• Mailing Information re Orientation	Principal	April/May
• Orientation Activities	JK/SK Teachers	Spring
• Curriculum Night	JK/SK Teachers re: JK and SK Programs	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-Greystone 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-Greystone 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.

[\*Return to Table of Contents\*](#)

### **Identification**

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

### **Statement of Strengths and Needs**

All Identification, Placement and Review Minutes list the strengths and needs of the student that have been determined through the 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.

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### **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 II 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 coordinates the post-assessment conference. The parent must give the out-of-school agency permission to share results with the school.

### **Parental Consent**

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

Other than tests used for educational assessments given by the Special Education Resource Teacher, all other assessments and diagnoses are provided by various support agencies through their employment of qualified professionals. The main support agencies are: 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

Change teaching strategies,  
curriculum modifications

If problem continues

Referral for In-School Educational  
Assessment (SE1)

Principal

Educational Assessment (SE2)

Conference (SE3)

"Next Steps"

In-class remediation  
Program Modifications  
I.P.R.C.

Out-of-School Referrals (SE4)

Principal  
(Referral)Out-of-School  
Personnel  
(assessments)Parents/Adult Student  
(Consent)

Referring Principal (receives report)

Report shared with parents/adult student and teachers

Recommendations

Remediation  
Change of Placement  
Change of Program  
Further Assessments  
Continue Program  
External Support  
Home Program  
I.P.R.C.

## ***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 exceptional students shall be invited to participate in meetings with respect to the identification, placement and review of such students.

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

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

### **Special Education Programs in the Superior-Greenstone District School Board**

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

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

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

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

#### **Category of Exceptionality – Placement Options**

##### **BEHAVIOUR**

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

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

## **COMMUNICATION**

### ***Autism***

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

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

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

### ***Deaf and Hard of Hearing***

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

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

### ***Language and Speech Impairment***

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

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

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

### ***Learning Disability***

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

Students may be withdrawn for skill development in the areas of self-advocacy, behaviour, social skills, 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 SERT.

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

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

***Mild Intellectual/Developmental Disability***

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

Students may be withdrawn for skill development in life skills, social skills, communication skills, 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/SERT
- Regular class with resource assistance
- Regular class with withdrawal assistance

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

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

***Blind and Low Vision***

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

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

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

**MULTIPLE**

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

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

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

If alternatives to the above placement options are necessary, this would be determined during the IPRC process, in conjunction with the parents. If the Board cannot offer the required program, it will look to purchase services from another Board. Parents also have the option of enrolling their child in a Provincial

School if their criteria and met. Parents are informed of alternative placements to the SGDSB placements through case conferences.

## ***L - INDIVIDUAL EDUCATION PLANS (IEP's*** [\*Return to Table of Contents\*](#)

### **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.

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### ***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 (SERT) 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 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 SEAC members. SEAC members are welcome to participate in all board, and when appropriate, professional development sessions. [Return to Table of Contents](#)

## ***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.

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## 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 plan (5-year Capital plan) have their needs estimated, prioritised and placed into the plan within the appropriate year(s). Funding is provided under the School Renewal Grant Program. Smaller projects are frequently handled through the normal maintenance budget and work order system.

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

School	Projects
MNPS	Replace handicap stair lift; washroom renovations; front sidewalk replacement; fire alarm system upgrade
MRHS	Handicap Lift upgrade
LSHS	Handicap entrance; replace stairs and install a ramp
BEPS	Install power door operators at front entrance
GCHS	Handicap exterior doors
NAPS	Handicap accessibility upgrade
GOPS	EVAC-U TRACK system for second floor ODA evacuation

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

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

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

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

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

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

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

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

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## **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 Board appoints a person to fill a vacancy, the Board must ensure that the person is qualified.

### **Disqualifications**

A SEAC member is disqualified if he/she:

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

### **Duties of Committee**

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

### **Working Conditions**

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

### **Board Responsibilities to the SEAC**

The Board shall:

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

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



## **Function**

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

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 exceptional students.

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 exceptional students receive appropriate education services. The ultimate goal of this committee is to improve the educational opportunities for all exceptional students.

## **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

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

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### **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 SERT teachers, as required
- order system special education resources as required
- co-ordinate the use of external resources
- provide input to the annual Special Education Review and revisions to the Board's Special Education Plan
- co-ordinate the development and revisions of system special education documents
- organize system professional development for staff in special education
- provide input into the preparation of the annual special education budget
- receive and co-ordinate all external assessments which the board is purchasing
- process and approve all SEA claims

### **Mental Health Lead**

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

- Increase mental health literacy, enhance staff ability to recognize early signs of behavioural-emotional problems, select and support appropriate strategies, and help students and families access needed services
- Delivery, facilitation, and coordination of training modules to support the “Supporting Minds” resource developed by the Ministry of Education in consultation with School Based Mental Health ASSIST
- Delivery, facilitation, and coordination of other training relative to mental health to build capacity of principals, the team, and teachers relative to mental health
- Work with board and team to incorporate whole school and class based strategies to build emotional self-regulation and foster resilience (e.g. Second Step, mindfulness etc.)
- Serve as resource for SEAC and special education team on evidence based mental health interventions and educational strategies for student with special needs who may be experiencing persistent or episodic mental health issues
- Work with special education coordinator, positive behaviour support lead, teacher diagnostician, principals, SERTS, and other 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 – Positive Behaviour Support Lead**

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

#### **Teacher Diagnostician**

The Teacher Diagnostician, under the supervision of the Special Education Coordinator, shall be responsible for the following special education activities:

- Provide educational assessment services
- Provide programming assistance
- Assist administrators, SERTS, classroom teachers and education assistants with providing behavioural supports to students in schools who are not identified as being ASD
- Consult as required with parents and students
- Develop and provide in-service as required
- Liaise with Rural Childrens’ Services Partnership professional resource personnel
- Resource to SEAC (Special Education Advisory Committee) when requested
- Other duties as assigned by the supervisor

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

The duties of the chairperson shall be:

- prior to an 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.

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### **The Teacher**

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

### **Special Education Resource Teacher (S.E.R.T.)**

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

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

### **Guidance Services - (Secondary Panel)**

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

- work closely with the special education teacher in meeting the needs of the identified students



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

### **Educational Assistant**

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

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

- attend to the physical needs of students by 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  
Brantford, 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

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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 23, 2014 Page 77 of 146 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

<b>Support / Family Concerns</b>	
<b>Organization</b>	<b>Based in / Contact Number</b>
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

<b>Health Concerns</b>	
<b>Organization</b>	<b>Based in / Contact Number</b>
Addictions Counselor Ontario Works	Manitouwadge 826-2869
Canadian Mental Health Crisis Response Line	1-888-269-3100
Crisis Response Services Suicide Prevention	1-866-888-8988
Eat Right Ontario	1-877-510-5102
Health Card Inquiries	1-800-664-8988
Hospital for Sick Children	Toronto 416-813-1500
Hospitals	Geraldton 854-1862 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

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

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

<b>Job Training / Employment</b>	
<b>Organization</b>	<b>Based in / Contact Number</b>
Employment Standards (Working Conditions—Min. of Labour)	1-800-531-5551
Human Resources Development Canada	Geraldton 854-0635 Marathon 229-0959
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

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

## SPECIALIZED HEALTH SUPPORT SERVICES

Regular Board Agenda: June 23, 2014 Page 80 of 145 **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.





## **Appendix D**

### **EXCEPTIONALITIES – CATEGORIES and DEFINITIONS**

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

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

#### **BEHAVIOUR**

#### **COMMUNICATION**

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

#### **INTELLECTUAL**

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

#### **PHYSICAL**

- Physical Disability
- Blind and Low Vision

#### **MULTIPLE**

- Multiple exceptionalities

## **BEHAVIOUR**

### **MINISTRY DEFINITION**

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

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

### **IDENTIFICATION CRITERIA: Behaviour**

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

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

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

The Committee MAY require any of the following:

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

## **OBSERVABLE CHARACTERISTICS**

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

### **EMOTIONAL DISTURBANCE (internalizing disorders)**

Nervous disorders characterized by:

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

### **SOCIAL MALADJUSTMENT (externalizing disorders)**

Habit disorders characterized by:

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

Behaviour disorders characterized by:

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

Antisocial/attentional-impulsive disorders:

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

## **COMMUNICATION: Autism**

### **MINISTRY DEFINITION**

A severe learning disorder that is characterized by:

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

### **IDENTIFICATION CRITERIA: Autism**

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

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

The Committee MAY require the following:

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

## **AUTISM**

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

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

## **OBSERVABLE CHARACTERISTICS: Autism**

### **QUALITATIVE IMPAIRMENTS IN VERBAL/NON-VERBAL COMMUNICATION**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• mute</li><li>• no urge to communicate</li><li>• no pointing</li><li>• lack of non-verbal communication</li><li>• no gestures</li><li>• no babble</li><li>• unusual intonation</li></ul> | <ul style="list-style-type: none"><li>• use of speech without meaning or communication</li><li>• little/no conversation, “small talk”</li><li>• echolalia (parrot-like repetition of sounds/words without any understanding of the meaning)</li><li>• idiosyncratic use of speech (nonsense words and phrases)</li></ul> |
|---|--|

### **QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTON**

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

### **REPETITIVE, STEREOTYPIC INTERESTS**

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

## ***COMMUNICATION: Deaf and Hard of Hearing***

### **MINISTRY DEFINITION**

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

### ***HARD OF HEARING***

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

### **IDENTIFICATION CRITERIA: Deaf and Hard of Hearing**

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

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

The Committee MAY require the following:

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

## ***OBSERVABLE CHARACTERISTICS: Deaf and Hard of Hearing***

### **HEARING AND COMPREHENSION OF SPEECH**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• general indifference to sounds</li><li>• lack of response to spoken words if visual contact is not made</li><li>• "hears" better when watching the speaker's face</li></ul> | <ul style="list-style-type: none"><li>• often asks the speaker to repeat words or sentences</li><li>• recognition of some sound frequencies and not others</li></ul> |
|---|--|

## **VOCALIZATION AND SOUND PRODUCTION**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• monotonic quality</li> <li>• volume control difficulty</li> <li>• lessened laughter</li> <li>• vocal play for vibratory sensation</li> <li>• head movements, foot stomping for sensation</li> <li>• yelling, screeching to express pleasure</li> </ul> | <ul style="list-style-type: none"> <li>• fails to articulate correctly certain speech sounds or omits certain consonant sounds</li> <li>• fails to discriminate between words with similar vowels but different consonants</li> </ul> |
|---|---|

## **VISUAL ATTENTION AND RECIPROCAL COMPREHENSION**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• extreme visual vigilance and attentiveness</li> <li>• alertness to gesture and movement</li> <li>• fails to respond when casually spoken to</li> </ul> | <ul style="list-style-type: none"> <li>• inappropriate response to questions</li> <li>• seeks visual cues</li> </ul> |
|---|--|

## **SCHOOL BEHAVIOUR**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• may be functioning below potential ability</li> <li>• daydreams excessively</li> </ul> | <ul style="list-style-type: none"> <li>• ignores or confuses directions</li> </ul> |
|---|--|

## **SOCIAL RAPPORT AND ADAPTATIONS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• tardy and difficult rapport in vocal nursery games</li> <li>• inquiring, confused facial expression</li> <li>• puzzled and unhappy episodes</li> </ul> | <ul style="list-style-type: none"> <li>• constant alertness</li> <li>• fear of new situations and people</li> <li>• forced humour</li> </ul> |
|---|--|

## **GENERAL BEHAVIOUR**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• easily frustrated to tears or tantrums</li> <li>• irritability at not making self understood</li> <li>• explosions due to self vexation</li> <li>• very sensitive</li> <li>• avoidance of new situations and people</li> </ul> | <ul style="list-style-type: none"> <li>• reluctant to express needs and difficulties associated with hearing loss</li> <li>• serious and intent but may appear angry</li> <li>• have developed quite significant coping skills</li> </ul> |
|---|---|

## **HEALTH**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• frequent earaches, running ears, colds</li> <li>• upper respiratory infections like sinusitis and tonsillitis</li> <li>• allergies similar to hay fever</li> </ul> | <ul style="list-style-type: none"> <li>• frequent headaches</li> <li>• eyestrain</li> <li>• tire rapidly</li> <li>• drained emotionally</li> </ul> |
|---|--|



## **COMMUNICATION: *Language Impairment***

### **MINISTRY DEFINITION**

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

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

### **IDENTIFICATION CRITERIA: *Language Impairment***

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

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

The Committee MAY require the following:

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

## **OBSERVABLE CHARACTERISTICS: *Language Impairment***

### **FORM**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• omit word endings</li> </ul> | <ul style="list-style-type: none"> <li>• do not develop forms such as plurals, past tense verbs, complex verb forms, or other grammar forms at the age most other children do</li> </ul> |
|---|--|

### **CONTENT**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• substitute one word for another word with a similar meaning, or for a word that sounds familiar</li> <li>• use vocabulary typical of a younger child</li> </ul> | <ul style="list-style-type: none"> <li>• have difficulty understanding or using concept words that describe:               <ul style="list-style-type: none"> <li>○ position (in, at, under)</li> <li>○ time (when, first, before, later)</li> <li>○ quality (big, hot, pretty)</li> <li>○ quantity (more, some, none, one, two)</li> </ul> </li> </ul> |
|--|---|

○

## **FUNCTION OR USE**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• relies on non-verbal or limited means of communicating</li><li>• do not take turns in a conversation</li></ul> | <ul style="list-style-type: none"><li>• let adults do most of the talking</li><li>• in conversations, usually only answer questions</li></ul> |
|--|---|

## **COMMUNICATION: Speech Impairment**

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Speech Impairment**

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

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

The Committee MAY require the following:

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

## **SPEECH DISORDERS**

Speech disorders include:

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

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

## **ARTICULATION MILESTONES**

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

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

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

## ***COMMUNICATION: Learning Disability***

### **MINISTRY DEFINITION**

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

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

### **LEARNING DISABILITY**

A learning-disabled student displays a marked difference between ability level and performance level. The student possesses average ability or above but also exhibits weakness in one or more modes of learning.

The learning disabled student will demonstrate weakness in perceptual or processing skills that manifest themselves in one or more of the following areas: reading, writing, listening, speaking, computation, or math reasoning.

**IDENTIFICATION CRITERIA: Learning Disability**

The Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering a student with a communication exceptionality due to a learning disability:

- 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• gaps in skills apparent</li><li>• achievement low in some areas, high in others</li><li>• erratic memory</li><li>• weak memory skills</li><li>• forgetful</li><li>• easily overloaded with info presented at a regular pace</li><li>• unable to retain facts and tables</li><li>• communicates well orally</li><li>• difficulty with sequence</li><li>• difficulty decoding and comprehending</li><li>• reversing letters, numbers</li></ul> | <ul style="list-style-type: none"><li>• leaves out words when reading or writing</li><li>• extreme difficulty learning to spell</li><li>• spells with no seeming order or rule</li><li>• nearly illiterate in writing assignments</li><li>• sloppy writing</li><li>• poor pencil position</li><li>• mirror writing</li><li>• right/left confusion</li><li>• prefers print to cursive writing</li><li>• preservation with some tasks</li></ul> |
|--|---|

### **SOCIAL**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• socially immature</li><li>• awkward social habits</li><li>• needs to be taught social skills</li><li>• very literal</li></ul> | <ul style="list-style-type: none"><li>• inability to follow instructions</li><li>• low frustration level</li><li>• low self-esteem</li></ul> |
|---|--|

### **BEHAVIOUR**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• hyperactive</li><li>• distractible</li><li>• inconsistent behaviour</li><li>• can exhibit destructive, aggressive behaviour</li><li>• efficient with avoidance strategies</li></ul> | <ul style="list-style-type: none"><li>• appears lazy</li><li>• says "I can't do this" or "I'm stupid"</li><li>• reluctant to try new things</li><li>• overreacts</li><li>• highly disorganized</li></ul> |
|---|--|

## ***INTELLECTUAL: Giftedness***

### **MINISTRY DEFINITION**

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

### **GIFTEDNESS**

Gifted children's intellectual needs differ from their chronological peers to such a degree that they require individualized academic and affective programming. Giftedness may also be found in combination with other exceptionalities.

### **IDENTIFICATION CRITERIA: Giftedness**

The Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering as student with an intellectual exceptionality due to giftedness:

- an educational assessment
- an intellectual assessment with a full scale score measurement in the very superior range on a specified age appropriate intelligence test

## ***OBSERVABLE CHARACTERISTICS: Giftedness***

### **ACADEMIC ABILITY**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• high rate of success in subjects of interest</li> <li>• pursue certain areas with vigor</li> <li>• good memory</li> <li>• comprehends well</li> </ul> | <ul style="list-style-type: none"> <li>• acquires knowledge quickly</li> <li>• widely read in special areas</li> <li>• very task oriented</li> </ul> |
|--|--|

### **INTELLECTUAL**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• observant</li> <li>• gets excited about new ideas</li> <li>• inquisitive</li> <li>• learns rapidly, easily</li> <li>• independent learner</li> </ul> | <ul style="list-style-type: none"> <li>• has a large vocabulary compared to others of same age</li> <li>• thinks abstractly</li> <li>• enjoys hypothesizing</li> <li>• intense</li> </ul> |
|---|---|

### **LEADERSHIP**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• likes structure</li> <li>• self-confident</li> <li>• may be well-accepted by peers</li> <li>• shows good judgment, common sense</li> </ul> | <ul style="list-style-type: none"> <li>• responsible</li> <li>• articulate, verbally fluent</li> <li>• foresees the consequences of things</li> </ul> |
|---|---|

### **CREATIVE**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• independent thinker</li> <li>• expressive (oral or written)</li> <li>• keen sense of humour</li> <li>• is resourceful</li> </ul> | <ul style="list-style-type: none"> <li>• doesn't mind being different</li> <li>• is original, unconventional, imaginative</li> </ul> |
|---|--|

### **VISUAL/PERFORMING ARTS**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• ability for expressing feelings, thoughts and moods through art, dance, drama or music</li> <li>• good coordination</li> </ul> | <ul style="list-style-type: none"> <li>• exhibits creativity, imagination</li> <li>• observant</li> <li>• likes to produce original products</li> <li>• flexible</li> </ul> |
|---|---|

### **GIFTED UNDERACHIEVEMENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• barely passes or does not pass tests</li> <li>• fluctuating performance levels</li> <li>• performance drops when presented with repetitive material</li> </ul> | <ul style="list-style-type: none"> <li>• lack of self-motivation</li> <li>• not interested in peers</li> <li>• doesn't have social graces</li> <li>• very sensitive to perceived attitudes</li> </ul> |
|---|---|



## ***INTELLECTUAL: Mild Intellectual Disability***

### **MINISTRY DEFINITION**

A severe learning disorder characterized by:

- a) an ability to profit from a special education program for the mildly intellectually disabled because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

### **IDENTIFICATION CRITERIA: Mild Intellectual Disability**

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data when considering a student with an intellectual exceptionality due to a mild intellectual disability:

- an educational assessment that indicates that the student is achieving significantly below grade/age level for his/her chronological age and /or
- an adaptive behaviour assessment indicating serious delays or deficits in social maturity and adaptive behaviour
- an intellectual assessment by a psychologist, which indicates a full scale potential in the borderline to moderately mentally deficit range. (IQ 70-55)

The Committee MAY also require the following:

- a health history provided by the public health nurse or a legally qualified medical doctor
- a recent health assessment
- a social history or development history report from a public health nurse or Developmental Services Worker

## ***INTELLECTUAL: Developmental Disability***

### **MINISTRY DEFINITION**

A learning disorder characterized by:

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

### **IDENTIFICATION CRITERIA: Developmental Disability**

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data when considering a student with an intellectual exceptionality due to a developmental disability:

- a developmental assessment by a Developmental Services Worker
- an adaptive behaviour assessment indicating serious delays or deficits in social maturity and adaptive behaviour
- an intellectual assessment completed by a psychologist which indicates a full scale potential no higher than the moderately deficient range of ability (IQ Range 55 and below)

## ***OBSERVABLE CHARACTERISTICS: Developmental Disability***

### **FOR THE MORE ABLE STUDENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• learn through experience</li><li>• slower rate of learning</li><li>• learn less than average students</li><li>• apply processes of imitation, reasoning, generalization</li><li>• acquire concepts and develop value systems consistent with social living to the degree possible</li><li>• could experience over aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration</li><li>• slow in acquisition of motor and language skills</li></ul> | <ul style="list-style-type: none"><li>• weakness in retention, reaction time, creativity, transfer of learning</li><li>• below average intellectual functioning</li><li>• can conform to social customs</li><li>• function at <math>\frac{1}{2}</math> to <math>\frac{3}{4}</math> rate of speed of normal children</li><li>• can achieve 2-6 grade level of academic achievement</li><li>• culturally disadvantaged</li><li>• often avoided by peers</li></ul> |
|---|---|

### **FOR THE LESS ABLE STUDENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• capable of kindergarten through third grade achievement</li><li>• typically not able to read or write</li><li>• inability to solve day-to-day problems</li><li>• poor physical health</li></ul> | <ul style="list-style-type: none"><li>• deviations in personality, behaviour, emotional reactions</li><li>• ineptness in self-help skills</li><li>• capable of unskilled occupations with supervision</li></ul> |
|---|---|

## ***PHYSICAL: Physical Disability***

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Physical Disability**

The Identification, Placement and Review Committee SHALL REQUIRE the following data or information for a student being considered as having a physical exceptionality due to orthopedic and/or physical handicap:

- a letter from a legally qualified medical practitioner or medical agency stating the nature and severity of the student's physical handicap and the necessity for special needs or programming

The Committee MAY require the following:

- a recent health assessment conducted by a legally qualified medical examiner
- a health history provided by the public health nurse or a legally qualified medical practitioner

## ***PHYSICAL: Blind and Low Vision***

### **MINISTRY DEFINITION**

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

### **BLIND AND LOW VISION**

Visual impairment refers to the loss of part of or all of useful vision, which after correction adversely affects educational performance. Blindness is designated by an uncorrected visual acuity of 20/200 or less (about 10% or less of average vision). Low vision is designated by an uncorrected visual acuity of 20/70 or less (about 25% or less of average vision).

### **IDENTIFICATION CRITERIA: Blind and Low Vision**

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data for a student being considered as having a physical exceptionality due to visual impairment:

A report from a qualified ophthalmologist indicating one of the following:

- for low vision, a visual acuity of 20/70 or less
- for legal blindness, a visual acuity of 20/200 or less
- a functional visual loss equated with either low vision or blindness

Which, after correction, adversely affects educational performance

The Committee MAY require the following:

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

***OBSERVABLE CHARACTERISTICS: Blind and Low Vision***

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• complain of aches or pains in the eyes</li><li>• tired eyes</li><li>• prolonged reading of print material is difficult</li><li>• excessive headaches</li><li>• dizziness or nausea after close work</li><li>• squinting, blinking, facial distortion</li><li>• rubbing of eyes</li><li>• tilt head to see</li><li>• realign total body posture to see</li></ul> | <ul style="list-style-type: none"><li>• changing distance from reading material</li><li>• hold reading material very close or very far away</li><li>• constant loss of place in sentence or page</li><li>• problems with spacing in written work</li><li>• stumble over objects on floor or ground</li><li>• need large print material to be able to read</li><li>• be a Braille user</li><li>• may follow a pattern in missing or misreading parts of words</li></ul> |
|---|--|

## ***MULTIPLE: More Than One Exceptionality***

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Multiple**

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

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

## **Appendix E**

### ***Provincial School Contacts***

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

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

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

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

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

#### **Schools for the Deaf:**

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

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

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

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

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

#### **Provincial Demonstration Schools:**

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

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

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

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

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



**Appendix F**

## Superior-Greenstone District School Board

**2012 / 2013 Special Education Advisory Committee (SEAC) Contact List**  
as of May, 2014***Voting Members***

<b>Jessica Audia</b> , <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: <a href="mailto:jessica.audia@bellnet.ca">jessica.audia@bellnet.ca</a>	<b>Cindy Brown</b> , <i>Trustee</i> 4 Drake Street – Marathon, On P0T 2E0 Home: 807-229-2287 Email: <a href="mailto:cbrown@sgdsb.on.ca">cbrown@sgdsb.on.ca</a>
<b>Kim Figliomeni</b> , <i>Trustee</i> P.O. Box 111 – Schreiber, ON P0T 2S0 Work: 807-824-3552 Fax: 807-824-3077 Email: <a href="mailto:kffampl@shaw.ca">kffampl@shaw.ca</a>	<b>Matthew Fisher</b> , <i>Trustee</i> 240 Walker Street East – Beardmore, On P0T 1G0 Home: 807-875-1310 Email: <a href="mailto:mfisher@sgdsb.on.ca">mfisher@sgdsb.on.ca</a>
<b>Sharon Groeneveld</b> , <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: <a href="mailto:sharon.groeneveld@bellnet.ca">sharon.groeneveld@bellnet.ca</a>	<b>Lisa MacKenzie</b> , <i>North of Superior Counseling Programs</i> P.O. Box 849 – Marathon, ON P0T 2E0 Work: 807-824-2867 Fax: 807-229-3040 Email: <a href="mailto:lisa.mackenzie@nosp.on.ca">lisa.mackenzie@nosp.on.ca</a>
<b>Mark Mannisto</b> , <i>Trustee (Alternate)</i> P.O. Box 731 – Longlac, ON P0T 2A0 Home: 807-876-2927 Email: <a href="mailto:mmannisto@sgdsb.on.ca">mmannisto@sgdsb.on.ca</a>	<b>Theresa Nelson</b> , <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: <a href="mailto:theresa.nelson@greenstone.ca">theresa.nelson@greenstone.ca</a>

***Resource Members***

<b>David Tamblyn</b> , <i>Director of Education</i> P.O. Bag 'A' – Marathon, ON P0T 2E0 Work: 807-229-0436, ext 232 Fax: 807-229-1471 Email: <a href="mailto:dtamblyn@sgdsb.on.ca">dtamblyn@sgdsb.on.ca</a>	<b>Nancy Petrick</b> , <i>Superintendent of Education</i> P.O. Bag "A" – Marathon, On P0T 2E0 Work: 807-229-0436, ext. 231 Fax: 807-229-1471 Email: <a href="mailto:npetrick@sgdsb.on.ca">npetrick@sgdsb.on.ca</a>
<b>Pinky McRae</b> , <i>Board Chair (Ex-Official)</i> P.O. Box 1797 – Marathon, ON P0T 2E0 Home: 807-229-3417 Email: <a href="mailto:pmcrae@sgdsb.on.ca">pmcrae@sgdsb.on.ca</a>	<b>Kathleen Schram</b> , <i>Curriculum Coordinator/Special Education Lead</i> P.O. Box 330, – Nakina, ON P0T 2H0 Work: 807-329-9191 Fax: 807-329-5895 Email: <a href="mailto:kschram@sgdsb.on.ca">kschram@sgdsb.on.ca</a>
<b>George Drazenovich</b> , <i>Mental Health Lead</i> Work: 807-228-0196 Email: <a href="mailto:gdrazenovich@sgdsb.on.ca">gdrazenovich@sgdsb.on.ca</a>	<b>Melissa Bianco</b> , <i>Positive Behaviour Support Consultant</i> Work: 807-889-1327 Email: <a href="mailto:mebianco@sgdsb.on.ca">mebianco@sgdsb.on.ca</a>
<b>Hillary Freeburn</b> , <i>Mental Health Lead</i> Work: 807-632-1961 Email: <a href="mailto:hfreeburn@sgdsb.on.ca">hfreeburn@sgdsb.on.ca</a>	<b>Nina Baker</b> , <i>Mental Health Nurse</i> Email: <a href="mailto:ninac.baker@nw.ccac-ont.ca">ninac.baker@nw.ccac-ont.ca</a>

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. At least one meeting is held face to face at the pre-determined Board facilities.

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

<b>Special Education Staff</b>	<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1. Teachers of exceptional students</b>		
1.1 Teachers for indirect and resource program support and 1 (.5) Teachers of the Blind	<b>6.75</b>	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	.5	
2.3 Coordinators	<b>.2</b>	University Degree, Bachelor of Education and Special Education Specialist.
2.4 Consultants	0	
<b>3. Educational assistants in special education</b>		
3.1 Educational assistants	EA staffing has yet to be approved	Preferably a two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Positive Behaviour Consultant	.5	
<b>4.10 Subtotal</b>	.5	
<b>5. Paraprofessional resource staff</b>		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
<b>5.7 Subtotal</b>	0	

## **SPECIAL EDUCATION STAFF**

### Secondary Panel

<b>Special Education Staff</b>	<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1. Teachers of exceptional students</b>		
1.1 Teachers for indirect and resource support I programs	5.0	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	.2	University Degree, Bachelor of Education and Special Education Specialist.
2.4 Consultants	0	
<b>3. Educational assistants in special education</b>		
3.1 Educational assistants	EA staffing has yet to be approved	Preferably two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Positive Behaviour Consultant	.5	
<b>4.10 Subtotal</b>	.5	
<b>5. Paraprofessional resource staff</b>		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
<b>5.7 Subtotal</b>	0	

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 39**Date:** June 23, 2014

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Aboriginal Education Leader

**STRATEGIC  
PRIORITY:** Student Achievement and Well Being / Building Relationships

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**Background:**

*A Solid Foundation* is the Ministry of Education's Second Progress Report on the implementation of the Ontario First Nation, Metis and Inuit Policy Framework. The Framework provides the strategic policy context within which the Ministry of Education, school boards and schools are working to improve the academic achievement and learning outcomes of Aboriginal students and to raise the awareness and knowledge of all students about First Nation, Métis and Inuit peoples' cultures, histories and perspectives.

The progress report also outlines the Ministry of Education's implementation plan for 2013-2014 and beyond. Aboriginal education remains a key priority for the ministry. In this regard, the ministry continues to be focused on reaching two primary objectives by the year 2016 – to improve achievement among First Nation, Métis and Inuit students and to close the achievement gap between Aboriginal students and all students.

**Current Situation**

In 2012, 64 school boards reported having designated an Aboriginal Education Lead. Providing leadership in Aboriginal education within boards, schools and classrooms, these individuals play an invaluable role in leading the implementation of programs and initiatives to support administrators, teachers, students, parents and First Nation communities.

The Aboriginal Education Lead for Superior-Greenstone District School Board has been integrated into the position of Student Success. To date the individual responsible for this portfolio has managed to achieve significant gains in meeting the Ministry of Education's objectives as outlined in the Policy Framework. However as we enter into the next phase of the Ministry of Education's implementation plan we will require an administrative lead solely dedicated to the portfolio of Aboriginal Education.

The recommendation of this report is to have a system lead principal (similar to the Student Success Lead) as the Aboriginal Education Lead. This individual will work with senior administration as a liaison with the First Nation communities within the Superior-Greenstone District School Board and will work with principals, teachers and students to promote academic achievement and cultural inclusiveness within our schools. The Aboriginal Lead will be responsible for sustaining the critical activities established in the first six years of the Policy Framework and will support system-wide integration of Aboriginal perspectives across the curriculum. The individual will also strengthen the collaborative relationships with First Nation, Métis and Inuit communities, organizations and education partners necessary to ensure the cooperative approaches needed to close the achievement gap for Aboriginal learners.

**Administrative Recommendation:**

That the Superior-Greenstone DSB having received Report No. 39: Aboriginal Education Leader, approve the addition of a System Lead Principal as the Aboriginal Education Lead.

Respectfully submitted by:  
David Tamblyn, Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 40**

**Date: June 23, 2014**

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Native Language Teachers

**STRATEGIC**

**PRIORITY:** Student Achievement and Well Being

---

**Background:**

Language carries within it the spirit, culture, history, and philosophy of a people; it reveals how they think and how they view the world. In short, language both defines and reflects the particular attitudes and values of a people. Language, moreover, is the principal means by which culture is preserved and transmitted from one generation to another. First Nation communities are concerned that their languages and cultures are being lost; in some areas of the province, many of the younger generation can no longer speak or understand their ancestral language. The establishment of Native language programs in Ontario schools is therefore an important step towards reclaiming and revitalizing Native languages (Ontario Native Language Curriculum, 2001).

**Current Situation**

At Marjorie Mills, B.A Parker, George O'Neill and Beardmore Public Schools there is a high percentage of students who are of Aboriginal ancestry. Results from an informal survey indicate there is significant support among students for a Native language program. Currently students are required to study French as a Second Language (FSL) from Grade 4-9. However, the Ministry of Education allows students to study a Native language as an alternative to the FSL program.

Senior administration will arrange for the schools listed above to send home an option sheet to the parents to determine the extent of support for a Native language program and where there is sufficient interest senior administration is requesting board approval to hire a maximum of 2.5 FTE Native language teachers in the following schools:

Marjorie Mills Public School – 0.5 Native Language Teacher  
B.A. Parker Public School – 1.0 Native Language Teacher  
George O'Neil Public School – 0.5 Native Language Teacher  
Beardmore Public School – 0.5 Native Language Teacher

**Administrative Recommendation:**

That the Superior-Greenstone DSB having received Report No 40: Native Language Teachers approves the combined addition of a maximum of 2.5 FTE Native Language Teachers, at Marjorie Mills Public School, B.A. Parker Public School, George O'Neill Public School, and Beardmore Public School, provided there is sufficient interest in the program.

Respectfully submitted by:

David Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Board Report No: 41****Date: June 23, 2014**

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

**FROM:** Nancy Petrick, Superintendent of Education

**SUBJECT:** Educational Assistant Staffing Proposal 2014/2015

**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 and other training opportunities to support students in our schools. In support of student well-being a Mental Health Lead and a Mental Health and Addictions Nurse began working with our schools in September.

**Current Situation**

This year the Minister of Education acknowledged that the current funding formula for the Special Education High Needs Amount (HNA) was outdated and did not accurately reflect the current needs of many boards in Ontario. Through the Minister's efforts to more equitably reflect the current needs of our school board our declining enrolment continues to impact many areas of the budget including Special Education Per Pupil Amount (SEPPA); however, 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.

Currently 53.75 Education Assistants (EAs) support students in our schools, 48.0 base staffing and 5.75 EAs funded through First Nation Community tuition agreements.

It is recommended that for 2014-2015, 45.0 EAs be funded through the Special Education Program. At this time, we do not have confirmation of the number of EAs that will be funded through First Nation tuition agreements.

The following chart outlines the proposed Education Assistant staffing for the 2014 – 2015 school year.

2013– 2014	2014 – 2015.
53.75 EAs Total <ul style="list-style-type: none"> <li>• 48 EA's funded through Special Education</li> <li>• 5.75 EA's funded through First Nations</li> </ul>	<ul style="list-style-type: none"> <li>• 45 EAs funded through Special Education</li> <li>• # EAs funded through First Nations is yet to be determined</li> <li>• # EAs funded through other initiatives is yet to be determined</li> </ul>

Final assignments for Educational Assistance will be made in September 2014 based on actual needs.

**Administrative Recommendation**

That, the Superior-Greenstone DSB having received Report No.41 Educational Assistant Staffing 2014-2015 approves this staffing as presented.

Respectfully submitted,

Nancy Petrick  
Superintendent of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

***“Inspiring our students to succeed and make a difference”***

**Report No: 43**

**Date: June 23, 2014**

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Director's Monthly Report – June 2014

**STRATEGIC**

**PRIORITY:** Student Achievement and Well-Being / Building Relationships

---

**1. Graduation 2014 – A Time for Reflection**

Each June nearly 200 students graduate from our five district high schools. These students go on to further their education in university or college while others decide to enter the workforce. As educators it is our hope that we have provided our graduates with the skills they need to succeed in whatever endeavor they may choose. To keep pace with the rate of change and the ever growing body of knowledge we have had to change our teaching practice. Where previously the focus of teaching was on the curriculum, teachers today recognize that it is not just about filling young minds with knowledge it is about igniting a passion in their students, to encourage them to become lifelong learners, to ask questions and to solve complex problems. In his book *The Element* author Sir Ken Robinson says “the key to this transformation is not to standardize education but to personalize it, to build achievement by discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions”.

Although we have made great gains in creating an “Assessment for Learning” culture in our schools there is much more work to be done before we can truly say we have a student centered approach to assessment and learning in our schools. I have already had initial meetings with the members of the Academic Council as well as ministry personal to plan the next stage of implementation of the Growing Success document. The Assessment project will continue to be the primary vehicle to drive professional development and improve instructional practice in classrooms throughout the district. It will be aligned with our Board Improvement Plan as well as the School Improvement Plans.

Graduation is more a beginning than an ending. Our graduates are entering an exciting phase of their lives which will be filled with new opportunities to further their learning. It fits the feeling I have, as I complete my third year as Director, that this is also a new beginning for Superior-Greenstone. In the fall we will have achieved full implementation of the Full Day Kindergarten Program with the introduction of Early Childhood Educators in Nipigon, Terrace Bay and Schreiber. The Mental Health Team has made significant progress over the course of the year in raising awareness of the individual attributes of neurodiversity with plans to further enhance and expand programming in the fall. We are entering a new phase of providing greater opportunities for our Aboriginal students to help close the achievement gap and develop further our understanding of the rich cultural traditions of our indigenous people.

This sense of a new beginning is strengthened by the Board Strategic Plan, which celebrates its second year of implementation. The Strategic Objectives of the Board Strategic Plan are becoming increasingly evident throughout the organization. It shows up in the Board



Achievement Plan for Student Achievement and Well Being which is the academic blueprint for our School Improvement Plans. It is also evident as well in Board approvals for new academic programs, staffing, and in the work we are doing to strengthen the relationships we have with our First Nation communities, and in many of the projects we have identified for 2013-2014 Strategic Objectives. I am proud of what we have accomplished over the course of the last year but I believe that this upcoming academic year will be seen in retrospect as a watershed in which the vision of the new Superior-Greenstone District School Board began to take shape. I thank you all for your continued hard work and support. Our *small schools are making a difference!*

## **2. Assessment 4 Learning Focus: Assessment for Learning in the Early Years ~ The Early Primary Collaborative Inquiry Journey 2013-2014**

The final monograph representing the learning that has occurred to date in the SGDSB and Brass Bell Early Years Inquiry has been submitted. This monograph captures the thinking of the participants over the course of this year as they explored current research and thinking around counting, pedagogical documentation and the environment as the third teacher. The Desire to Learn (D2L) tool was instrumental in capturing the learning; it allowed all participants to reflect on their thinking and the facilitators to use those insights to plan responsively. The characteristics of inquiry learning were adhered to by this team as student work captured through pedagogical documentation was the foundation for the dialogues and learning. It is the analysis of student work and student thinking that allows us to generate more questions about how students learn; the exploration for answers to these questions then leads us back to the research...and the process continues in an iterative manner. This truly defines an effective inquiry.

Below are some reflections from the educators involved in the inquiry (to read the entire monograph, please see the D2L site under Early Years). We are looking forward to continuing this work next year!

"When I started this inquiry I needed to build on our learning from last year's EPCI (explicit instruction in play/inquiry-based environment). I was seeing a direct connection from last year's question to this year's question...our "meaningful questions to extend thinking in math" would be a component of our explicit instruction. Last year, our "big idea" was intentional planning...how we needed to plan our materials, questioning, etc. for centers and small group instruction to provide opportunities for the kids to demonstrate and extend their learning. However, I struggled to move beyond "surface" tasks /activities (practice but not much applying and/or extending) because I lacked a deep conceptual understanding in math." (Barb Eady, Educator Team)

"Working with educators who have experiences that both compliment and challenge my own was a very powerful. There were times when I just had to speak...but then when I really listened, I began to understand. This isn't about 'throwing the baby out with the bathwater'...it is about refining, about evolution in practice." (Melanie Chaboyer, Classroom Educator)

## **3. District Support Visits: Practicing Feedback**

This year eight schools were visited by the District Support Team to engage in a deeper analysis of the impact of their school improvement journey. The formal visits provide the District Support Team with a lens into the understanding and implementation of the school learning goal(s) as identified in the SIPSA. The team also seeks evidence about the implementation of the Assessment for Learning tools (as each school is required to co-create and refine learning goals and success criteria numerous times throughout the year) and the existence of our Conditions for Learning (from the LLT and BIPSA).

The visits have demonstrated that our schools are at varying stages of learning. SGDSB schools are expected to be environments where everyone is a learner in an ongoing manner. We know that schools are increasingly effective when everyone is learning...as educators, our practices

are always begin refined and evolving to meet the needs of the students before us. Some schools are leading the way in demonstrating this culture; there is evidence of teachers collaborating regularly about instructional practices - even when they do not teach the same subject matter as there is recognition that learning about pedagogy is critical. Teachers are reporting that this type of co-learning and co-teaching is making a tremendous difference in their levels of efficacy and is saving them time. Some schools have come to the realization that, just like in the classroom there is a need to continuously re-evaluate the success criteria for the learning journey as it changes the more we put this learning into practice and generate new questions that are answered as we return to the research.

#### **4. Grade 4-10 Transitions and Pathways Collaborative Inquiry**

This year one of the project Student Success was involved in was the 4-10 Transitions and Pathways Collaborative inquiry. The purpose of the inquiry was to support student learning and engagement of students with persistent achievement challenges by exploring a deeper understanding of:

- Transitions
- Collaborative inquiry stance and skills
- Evidence based instructional approaches
- Integrating student voice and engagement

Our project was focused in three of our schools: Geraldton Composite HS, Marjorie Mills PS and BA Parker and involved grade 4-10 math teachers from all three schools, one administrator and the student success lead. The inquiry question was designed around problem-solving specifically; What is the impact of teaching comprehension strategies on student understanding of words, symbols, and variables in problem-solving?

Students needed to be able to understand what the math question was asking and be able to identify what strategies they needed to apply to solve the problem. We also learned that students needed a common vocabulary to aid their understanding of math concepts. Identifying gaps in student learning was also a critical piece, you cannot teach a new concept if the student have not grasped the previous one. More importantly the confidence our students gained when they were successful was motivation for them to continue learning. This confidence enabled them to share their thinking when solving a problem with their teacher or their peers. Our next steps in 2014 15 would be to continue explore the connection between student achievement in math (i.e. problem-solving) and comprehension strategies in literacy in greater depth.

If teachers scaffold specific comprehension strategies (instructional actions/moves), Then students will understand what they need to do (intended result).

#### **Administrative Summary**

The report entitled, *Director's Monthly Report – June 2014* is presented to the Board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 44  
**Date:** June 23, 2014

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** 2014 Summer Break and Board Business

**STRATEGIC  
PRIORITY:** Responsible Stewardship of Resources

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**Background**

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

To date, the cancellation of 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 21, 2014. 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 2014.

**Administrative Recommendations**

That the Superior-Greenstone DSB having received Report No. 44: 2014 Summer Break and Board business, cancels the Regular Board meeting scheduled on Monday, July 21, 2014, 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 2014.

Respectfully submitted by,

David Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

***“Inspiring our students to succeed and make a difference”***

**Report No: 45**

**Date: June 23, 2014**

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Code of Conduct - Report of the Board By-Law Committee

**STRATEGIC  
PRIORITY:** Building Relationships

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**Background**

On May 9-10, 2014 the Board By-Law Review Committee met with facilitator Marilyn Gouthro to review the Code of Conduct. The two-day session followed the review of the Board Bylaws, a task which was undertaken in January and resulted in a complete substitution of the existing bylaws and appendices. The revised bylaws and appendices were adopted and approved at the Regular Board meeting on May 26, 2014.

Included in the motion the Board resolved that: “the Code of Conduct remains as an attached appendix to the bylaws, as is, with a majority vote requirement to amend until which time the amendments are made and a newly adopted Code of Conduct exists.”

This allowed for the existing Code of Conduct to remain in place, and open for review, while the newly drafted bylaws and other appendices are adopted, and yet still require a majority vote to amend until such time as the amendments were made and a newly adopted Code of Conduct came to exist. Thereafter the vote requirement to amend the Code of Conduct would be determined by the Board.

**Current Situation**

The review of the Code of Conduct has been completed by the Board Bylaw Committee. A Notice of Motion was presented at the Regular Board meeting on May 26. Trustees indicated it was not necessary to call a Special Board Meeting to review the revised Code of Conduct line-by-line prior to seeking approval that it be adopted at the Regular Board meeting on June 23.

For reference, the Trustee Code of Conduct as developed has been attached as Appendix F to the Board Bylaw document. (Go to Appendix E)

**Recommendation of the Board Bylaw Committee:**

That, the Superior-Greenstone DSB having received Report No 45: Code of Conduct Report of the Board Bylaw Committee as a substitute for the present Code of Conduct; the revised Code of Conduct be adopted.

Respectfully submitted on behalf of the  
Board Bylaw Committee by:

David Tamblyn  
Director of Education



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# **SUPERIOR-GREENSTONE**

## **DISTRICT SCHOOL BOARD**

### **PROCEDURAL BYLAWS**

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# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

## **PROCEDURAL BYLAWS**

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(Credit: National Association of Parliamentarians, NAP)

<b>PREAMBLE</b>
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**A. PURPOSE**

The following organizational bylaws are established by the Superior-Greenstone District School Board for the orderly dispatch of its business by board members and staff.

These bylaws shall be subject to the provisions of any Statute or Regulation of the Province of Ontario and in the event of any conflict, the statutory provisions shall prevail.

**B. NAME OF THE BOARD**

The name of the Board shall be SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD.

**C. JURISDICTION**

The area served by the Board shall be as delineated by Government Regulation and as it may be altered by Regulation from time to time.

**D. BOARD STATUS**

Pursuant to section 58.5(1) of the *Education Act*:

“Every district school board is a corporation and has all the powers and shall perform all the duties that are conferred or imposed on it under this or any other Act”.

But, pursuant to section 58.6 of the *Education Act*:

“A district school board shall be deemed to be a local board and a school board for the purposes of the *Municipal Elections Act*, 1996”.

## BYLAWS OF THE SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### ARTICLE I - Name

The name of this Board shall be SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD.

### ARTICLE II - Purpose

The purpose of the Superior-Greenstone District School Board shall be to inspire students to succeed and make a difference.

### ARTICLE III - Definitions

#### Section 1. — Definitions

- 1.1 **“Act”** means the *Education Act*, Revised Statutes of Ontario, as amended from time to time.
- 1.2 **“Ad Hoc Committee”** also referred to as a special committee, means a committee established by the Board, as the need arises, to consider a specific, assigned matter, and report back thereon to the Board by a fixed date.
- 1.3 **“Administrative Officers”** means the Director of Education as Secretary of the Board and the Superintendent of Business as Treasurer of the Board.
- 1.4 **“Appointed Members”** means members appointed by the Board to sit as members with full or partial rights and to include (a) First Nations representative(s) and (b) Student Trustee(s).
- 1.5 **“Board”** means the Superior-Greenstone District School Board.
- 1.6 **“Board Officers”** means the Chair, Vice-Chair, Secretary and Treasurer of the Board.
- 1.7 **“Bylaws”** means the document that contains an organization’s own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows.
- 1.8 **“Chair”** means the Chair of the Board.
- 1.9 **“Committee Chair”** means a Chair of a committee of the Board.



- 1.10 **“Committee of the Whole”** means the Board meeting as a whole within the rules and regulations of a committee and open to the public unless, in accordance with the *Education Act*, the subject matter under consideration permits the meeting to be closed to the Public (“In-Camera”).
- 1.11 **“Director”** means Director of Education, Secretary of the Board and its Chief Executive Officer.
- 1.12 **“Elected Board Officers”** means the Chair and Vice-Chair of the Board.
- 1.13 **“Ex-Officio”** refers to a member who is permitted to act by virtue of office, with the right, but not the obligation, to participate in the proceedings of the committee, and is not counted in determining the number required for quorum or whether a quorum is present at a meeting.
- 1.14 **“Majority”** means more than half.
- 1.15 **“Majority vote”** (unqualified) means more than half of the votes cast by persons entitled to vote, excluding blanks or abstentions, at a regular or other properly called meeting.
- 1.16 **“Member”** means a Trustee, elected or appointed, of the Board.
- 1.17 **“Notice”** means the written announcement at the preceding meeting of a proposal to be brought before the Board at the following meeting or a special meeting called for the purpose to address the proposal.
- 1.18 **“Quorum”** means the number or proportion of members that must be present at a meeting of an organization to enable it to validly transact business.
- 1.19 **“Standing Committee”** means a committee established by the Board to consider, on an ongoing basis, a specific, fixed area of the Board’s operations.
- 1.20 **“Statutory Committee”** means any committee established by requirement of statute or regulation.
- 1.21 **“Sub Committee”** means any subcommittee established by a committee of the board (except a committee of the whole) which is responsible to and reports to the committee and not to the Board.
- 1.22 **“Vice-Chair”** means the Vice-Chair of the Board.

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**ARTICLE IV - Members**

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**Section 1. — Elected Trustees**

Elected Trustees are elected at a regular election in accordance with the *Municipal Elections Act*, 1996.

**Section 2. — First Nations Representative**

The First Nations Representative(s) is appointed to the board to represent the interests of the First Nation students and is deemed to be an elected member of the board, with all the rights, privileges and responsibilities of any other member in accordance with the *Education Act*.

**Section 3. — Student Trustee**

The Student Trustee is a pupil(s) enrolled in the senior division of a school of the board and elected by his or her peers in accordance with the *Education Act*.

Once elected, the Student Trustee attains a limited membership and term of office as outlined in the *Education Act* and referenced in Appendix C Regular Meetings.

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**ARTICLE V - Officers**

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**Section 1. — Elected Board Officers**

The elected board officers shall be a Chair and a Vice-Chair of the Board. These officers shall serve for a term of one year and until their successors are elected.

**Section 2. — Administrative Officers**

The Secretary of the Board shall be the Director of Education in accordance with the *Education Act*.

The Treasurer of the Board shall be the Superintendent of Business.

**Section 3. — Duties of Officers**

Officers shall perform duties as outlined in the *Education Act*, Provincial Regulation, Board Policy and Procedures, and as prescribed in these bylaws, special rules of order, and the parliamentary authority adopted by the Board as well as those outlined in Appendix F, Code of Conduct for Trustees.

Matters or procedures not specifically described in these bylaws, special rules of order, the adopted parliamentary authority, or procedures outlined in the attached appendices, shall be handled in a manner established by the Chair subject to unanimous consent or, if any objection, a majority vote. Any such procedure will be in effect only until the matter at hand is disposed of.

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## **ARTICLE VI - Meetings**

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### **Section 1. — Regular Meetings**

Regular Meetings of the Board shall be held as determined by Board resolution at the Annual Organizational meeting, stipulating the date, time, and location of such meetings.

Due to extenuating circumstances, the Chair in consultation with the Director, may cancel, reschedule, or relocate a meeting when deemed necessary, provided as much notice as possible is provided to members.

### **Section 2. — Annual Organizational Meeting**

The Annual Organizational Meeting of the Board for the second, third and fourth years of a Board's term of office shall be held no later than the first seven (7) days of December at the Board's Head Office, unless the Board otherwise directs.

The Annual Organizational Meeting shall be for the purpose of electing officers and electing board members to committees and for any other items of business deemed necessary.

### **Section 3. — Inaugural Meeting**

The Inaugural Meeting of a newly elected Board shall be held no later than the first seven (7) days of December at the call of the Board Secretary and according to the *Education Act*.

This meeting shall be held at the head office of the Board in Marathon, Ontario unless extenuating circumstances require otherwise.

### **Section 4. — Special Meetings**

Special Meetings of the Board may be held at the call of the Chair, in consultation with the Director, or on the written request submitted to the secretary of not less than a majority of the Members of the Board.

The purpose of the special meeting shall be stated in the call, which shall be sent to all members. Only business stated in the call shall be transacted.

### **Section 5. — Quorum**

Quorum for Regular, Inaugural, Annual, or Special meetings of the Board shall be a majority of the members of the Board, excluding the Student Trustee.

### **Section 6. — Notice of Meetings**

The notice of meetings shall be a minimum of five (5) days whenever possible. Notice, along with an agenda and supporting materials shall be forwarded to members prior to the holding of any meeting. Under extenuating circumstances notice may be waived.

**Section 7. — Electronic Meetings**

It shall be possible and permitted for members, including appointed members, upon request to the Secretary of the Board, to participate using electronic means, so long as all members can simultaneously participate in the meeting and as outlined in Board Policy and Provincial Regulations. Electronic means must allow for secure two-way communication for any in-camera meetings.

Despite the availability of electronic meetings, attendance must comply with the provisions outlined in the *Education Act*.

**ARTICLE VII - Elections****Section 1. — Elections**

All elections shall be conducted by ballot according to the balloting procedures outlined in Appendix B, Election Procedures. If only one person is nominated or elects to stand for a position, that member shall be declared elected by acclamation.

**Section 2. — Election Procedures**

The procedures at an Inaugural Meeting and succeeding Annual Organizational Meetings shall be in accordance with the *Education Act* and election procedures as outlined in Appendix B, Election Procedures.

**ARTICLE VIII - Committees****Section 1. — Statutory Committees**

Statutory Committees are established under Provincial Regulations and have mandates, composition, and terms of reference as required by the Regulations.

Statutory Committees of the Board include the Special Education Advisory Committee (SEAC), Parent Involvement Committee (PIC), Audit Committee, and Supervised Alternative Learning Committee (SAL).

**Section 2. — Standing Committees**

Standing Committees may be established by the Board and comprised of Board members as well as non-members of the Board. Standing Committees are established to consider, on an ongoing basis, a specific fixed area of the Board's operation.

Standing Committees of the Board shall include: Board Student Discipline Committee, Board Policy Review Committee (BPRC), Native Education Advisory Committee (NEAC), Occupational Health and Safety Committee (OH&S), Transportation Committee, Education Committee, and Business Committee.

### **Section 3. — Ad Hoc (Special Committees)**

Ad Hoc Committees (Special Committees) may be established by the Board and comprised of individuals deemed necessary to provide input to the Board on a topic or group of topics as determined by the Board.

### **Section 4. — Sub Committees**

Sub Committees may be established by committees of the Board to undertake specific assigned matter(s) and report back to the striking committee by a fixed date.

### **Section 5. — Additional Committees**

Additional committees may be established by the Board, or as directed by regulation, as deemed necessary.

### **Section 6. — Ex-officio**

The Chair and Vice-Chair of the Board shall be ex-officio members of all board committees, unless elected or appointed as members resulting in ex-officio status no longer applying.

## **ARTICLE IX - Parliamentary Authority**

The rules contained in the current edition of Robert's Rules of Order Newly Revised (RONR) shall govern the Superior-Greenstone District School Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order that the Board may adopt.

## **ARTICLE X - Amendment of Bylaws**

Provisions within these bylaws may be amended at any regular board meeting or at a special meeting of the Board called for the sole purpose to amend the bylaws, by a 2/3 vote with notice.

Provisions within these bylaws may not be suspended.

Any reference to Acts or Regulations in these bylaws that require changes as a result of changes to Acts or Regulations shall be considered as written into the present bylaws with the new reference and alternate numbering, as required.

## **ARTICLE XI – Amendment of Appendices**

Provisions within the attached appendices may be amended at any regular board meeting or at a special meeting of the Board called for the sole purpose to amend the appendices, by a 2/3 vote without notice or by a majority vote with notice.

Provisions within the attached appendices may be suspended by a 2/3 vote.

**Note:** *As the Code of Conduct remains to be amended, it will remain as is and require a majority vote to amend until which time changes are made. Thereafter the bylaws will be changed to reflect the will of the Board regarding requirements for amending the Code of Conduct.*

*This note will automatically be removed at that point without requiring a formal amendment of the bylaws.*

***Appendix A***

**Special Rules of Order**

The following special rules of order adopted by the Superior-Greenstone District School Board shall take precedence over the parliamentary authority, that being the most current edition of Robert's Rules of Order Newly Revised (RONR), adopted by the Board.

**A. Ballot**

The results of a ballot vote will be announced, but not the count.

**B. Committee of the Whole**

The Chair of the Board shall chair the committee of the whole meeting.

**C. Debate**

Members may speak in debate twice up to two (2) minutes each time on any debatable motion. A motion to Limit or Extend Limits of Debate may be adopted by a 2/3 vote.

**D. Ex-officio**

While ex-officio members shall have all the rights to speak, they will not have voting rights and will not affect the quorum.

**E. Reconsideration**

The motion to reconsider will follow the current edition of RONR, with the following provision:

The same or substantially the same motion that receives the same outcome two meetings in a row shall not be re-visited for 6 months, unless the members, by a 2/3 vote, agree to do so.

## **Appendix B**

### **Election Procedures**

#### **Procedures**

The procedures at the Inaugural Meeting and each succeeding Annual Organizational Meeting shall be as follows.

#### **Secretary Assumes Chair**

The Secretary shall assume the Chair until the election of a Chair is concluded.

#### **Call to Order**

The Secretary shall:

- (a) call the meeting to order; and
- (b) if a quorum is present proceed to (c); or  
if no quorum is present proceed with available options:
  - i) Recess
  - ii) adjourn
  - iii) fix the time to which to adjourn
  - iv) take measures to acquire a quorum
- (c) in an election year, read the returns of the clerks of the municipalities, if available, certifying as to the election of the members; and
- (d) declare the Board to be legally constituted when all members present have taken the declaration and oath, if taken, and they constitute a majority of all of the members of the Board.

#### **Ballots**

The Secretary shall have ballots prepared for each office.

Electronic secret voting shall be allowed. The voting member shall phone the scrutineer. The scrutineer shall fill in the ballot and place the ballot for the member.

#### **Scrutineer**

The Secretary shall designate two staff members to act as scrutineers.

#### **Elections**

The Secretary shall conduct the election for the Office of Chair by calling for nominations from the floor and each member so nominated shall indicate whether or not he/she will stand.

A seconder for a nomination is not required.



The following provisions shall apply.

- (a) **Acclamation**  
If only one person is nominated or elects to stand, that member shall be declared elected by acclamation.
- (b) **Contested**  
Where more than one member stands, a vote shall be taken by secret ballot, and the member receiving the majority vote shall be declared elected.
- (c) **Addressing the Members**  
Time will be allocated for each candidate for the office of Chair and one (1) nominator for each candidate to address the Board in public session, if they chose to do so.  
  
The nominator will be allowed up to two (2) minutes to speak.  
  
The candidate will be allowed up to three (3) minutes to speak.  
  
The time allowed will be strictly adhered to.
- (d) **No Majority on First Ballot**  
If no nominee receives a majority on the first ballot, the name of the member receiving the fewest votes shall be removed and the members shall proceed to vote anew, again by secret ballot, and so on until a Chair has been duly elected.
- (e) **Tie for Fewest Votes**  
If no nominee receives a majority and two or more nominees are tied respecting the fewest votes, those nominees so tied shall draw lots to determine which name shall remain on the ballot and which name shall be removed.
- (f) **Drawing Lots**  
In the event of an equality of votes for the position of Chair, a further ballot shall be taken. If, upon the second ballot the equality remains, the nominees shall draw lots to fill the position of Chair.

### **Procedures for Drawing Lots**

Two ballots shall be prepared: one stating the name of the position to be filled and the other blank. The person drawing the ballot stating the name of the position shall be declared the winner.

### **Balloting**

The Secretary shall announce the results of any ballot, but shall not declare the count.

**Assuming Chair**

Upon election, the newly-elected Chair shall assume the role of Chair, and will preside over the remainder of the meeting.

**Destroying Ballots**

Once the successful candidate for chair is declared and assumes the role, the chair shall announce that the ballots are to be destroyed. No vote is required.

**Vice-Chair**

The Chair shall then conduct the election of the Vice-Chair of the Board, in the same manner as for the election of the Chair.

**Committee Members****Elections**

The Chair shall then conduct the election for members of Committees in the order as presented in the bylaws

**Destroy Ballots**

Once the successful members are declared, the Chair shall announce that the ballots are to be destroyed.

**Committee Chairs**

Committee Chair elections shall occur by ballot, unless by acclamation, at the first meeting of the committee.

**Other Business**

Any other general business of the Board shall then be conducted.

**Term of Office**

The term of office for all elected Board Officers shall be for one (1) year and until their successors are elected.

There shall be no restrictions as to how many consecutive terms an individual member shall serve as an Officer of the Board.

**Appendix C****Regular Meetings Of The Board Procedures****Agenda**

All matters to be placed on the agenda of a Regular Board Meeting are subject to the approval of the Chair. The Chair may not deny the requests by Administration for agenda items arising from an Administrator's discharge of duty under the *Education Act* and Regulations or the procedures of the Board, and all such requests shall be granted by the next available meeting.

**Quorum**

The quorum shall be a majority of the members of the Board, excluding the Student Trustee.

As required in Regulation, the MINIMUM attendance required to be physically present in the meeting room of the Board shall be:

- (a) the Chair of the Board or designate
- (b) at least one additional member of the Board; and
- (c) the Director or designate.

**Member Absence**

It shall be the responsibility of each member to notify the Secretary of expected absences prior to the time of each regular meeting. Those providing such notice will be marked "absent with regret". Those not providing such notice will be marked "absent".

**Agenda (Order of Business)**

The business before the Board shall generally be dealt with in the following order:

1. Roll Call
2. Approve Agenda
3. Declaration of Conflict of Interest
4. Approve Minutes of Previous Meeting(s)
5. Business Arising out of Minutes
6. Delegations, Representations
7. Reports and Matters for Decision
8. New Business
9. Notices of Motion
10. In-Camera (Closed to the Public)
11. Correspondence and Information Items
12. Adjournment.

**Unfinished Business**

If the adjournment of a meeting results in items of business on the Agenda remaining unfinished, the Chair, in consultation with the Director, may call another meeting of the Board for the sole purpose of completing the Agenda. Alternatively, the Chair may schedule the unfinished items of business to the next meeting of the Board.

**Participation of Appointed Members**First Nations Representative

Once appointed, the member representing First Nations is deemed to be an elected Member and, as such, has all the rights, privileges and responsibilities of any other member, and is subject to the same rules and regulations.

Student Representative

Once elected, the Student Trustee attains only a limited membership, and the Student Trustee may:

- (a) regularly attend Board Meetings and the Committee of the Whole In-Camera Sessions, however will be excused from discussions related to the "Personnel" section of In-Camera Agendas and those related to students and/or their parent(s)/guardian(s);
- (b) request that items be placed on or added to the Agenda, subject to the approval of the Chair and/or the Director;
- (c) request that a matter before the Board, or one of its Committees on which the Student Trustee sits, be put to a recorded vote and, in that case, there shall be:
  - (i) a recorded, non-binding vote that includes the Student Trustee's vote; and
  - (ii) a recorded binding vote that does not include the Student Trustee's vote;
- (d) make presentations to the Board;
- (e) generally provide advice to the Board from the perspective of a student within the system;
- (f) sit on Board Committee Meetings as other Trustees; however, not on a Committee that requires one or more "Members of the Board". When Board Policy governs Committee membership, the Board could amend its Policy to allow a Student Trustee to sit on the Committee.

The Student Trustee may NOT:

- (a) move or second a motion; however, is entitled to suggest a motion on any matter at a Meeting of the Board, or of one of its Committees on which the Student Trustee sits and, if no Member of the Board or Committee, as the case may be, moves the suggested motion, the record shall show the suggested motion;
- (b) participate in any Committee or Subcommittee dealing with employee matters;
- (c) serve as Chair or Vice-Chair.

## **Public Access to Meetings and Minutes**

### Meetings

All Meetings of the Board and its Committees shall be open public meetings except for those portions held In-Camera in accordance with the provisions of the *Education Act*.

### Minutes

Minutes of Regular Board Meetings shall be made available on the Board website.

## **Exclusion of Persons**

The Chair or Presiding Officer may expel or exclude from any meeting any person who has been guilty of improper conduct during the meeting.

## **Temporary Chair**

If at any meeting there is no Chair or Vice-Chair present, the members present may by consensus appoint a member in attendance with the Director or designate to be the Chair for that Meeting.

## **Voting by Chair**

The presiding Chair may vote with the other Members of the Board upon all motions. This provision shall apply to all meetings of the Board and its Committees.

## **Presiding Officer's Participation**

It shall be the policy and practice of the Board to allow the full participation of the Chair or Vice-Chair of the Board or any Committee without that individual having to relinquish the Chair.

## **Reconsideration**

The same or substantially the same motion that receives the same outcome two meetings in a row shall not be re-visited for six months, unless the members, by a 2/3 vote, agree to do so.

***Appendix D***

**DELEGATIONS**

**Conditions**

Persons or groups wishing to appear before the Board shall be permitted to do so, provided:

- (a) Subject Matter:  
is a matter within the jurisdiction of the Board; and
- (b) Request  
a request is received by the Chair or the Director or designate at least six (6) days prior to the meeting at which the delegation is requesting permission to be heard.

**Approval**

Requests from delegations by or on behalf of employees of the Board shall require the approval of the Board.

**Specifics**

Requests from delegations must specify the nature of the topic to be addressed, and the name of the spokesperson for the group.

**In Camera Topics**

Where the subject matter of the delegation involves matters that according to the *Education Act* are to be discussed in camera, the delegation will be included on the Agenda for the Committee of the Whole Board in Camera part of the Regular or Special Meeting.

**Handouts**

If a delegation wishes to provide written materials as part of the presentation, up to five (5) pages will be copied by the Board and will be included for the Members as part of their agenda package, if received at least seven (7) business days prior to the meeting date.

**Exception**

Time and other requirements herein may be waived at the discretion of the Chair in consultation with the Director.

**Refusal**

Delegations may be refused if they would appear on the same agenda as a similar item to be voted upon by Trustees at the same meeting.

### **Referred to Committee**

The Chair or Director may assign a requested delegation to a Committee of the Board.

### **Time Limit**

Any delegation will be ordinarily limited to ten (10) minutes for its presentation.

### **Questions**

Questions of clarification may be asked by the members following a presentation.

### **Decision**

No decision relative to the presentation will be made by the Board at the meeting at which the presentation is made.

**Appendix E**

**CODE OF CONDUCT  
FOR MEMBERS OF  
SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**PREAMBLE**

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

**1. RATIONALE**

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

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

**2. PURPOSE**

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

**3. APPLICATION**

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



#### **4. GUIDING PRINCIPLES**

##### **Principle 1: Integrity and Dignity of Office**

- 1.1 Trustees' first responsibility is to our students, the parents and guardians in our school system, our employees and the communities we serve.
- 1.2 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 1.3 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
- 1.4 Trustees will commit themselves to dignified, ethical, professional and lawful conduct.

##### **Principle 2: Avoidance of Personal Advantage and Conflict of Interest**

- 2.1 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might perceive that the gift could influence the Trustee when performing his or her duties to the Board.
- 2.2 A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 2.3 A Trustee shall not use his or her office to obtain employment with the Board for the Trustee or a family member.

##### **Principle 3: Compliance with Legislation**

- 3.1 A Trustee of the Board shall discharge his or her duties in accordance with the Education Act and any regulations, directives or guidelines thereunder.
- 3.2 Every Trustee of the Board shall uphold the letter and spirit of this Code of Conduct.
- 3.3 Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.

##### **Principle 4: Civil Behaviour**

- 4.1 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.
- 4.2 A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.

- 4.3 When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.
- 4.4 Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.

**Principle 5: Respect for Confidentiality**

- 5.1 Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of such deliberations, unless required to divulge such information by law or authorized by the Board to do so.
- 5.2 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
- 5.3 Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.

**Principle 6: Upholding Decisions**

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

**5. ENFORCEMENT OF THE CODE OF CONDUCT**

***Identifying a Breach of the Code***

- 5.1 A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair of the Board or another trustee as designated by the Board and described in Section 6.1.

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

## **6. CHAIR / PRESIDING OFFICER**

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

## **7. INFORMAL COMPLAINT PROCEDURE**

- 7.1 The Chair of the Board on his/her own initiative, or at the request of a Trustee of the Board, without the necessity of providing a formal written complaint, may review the complaint and may meet informally, with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to

bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.

- 7.2 The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees. If the Chair of the Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

## **8. FORMAL COMPLAINT PROCEDURE**

- 8.1 A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair of the Board a written, signed complaint setting out the following:
- a) The name of the Trustee who is alleged to have breached the Code;
  - b) The alleged breach or breaches of the Code;
  - c) Information as to when the alleged breach came to the Trustee's attention;
  - d) The grounds for the belief of the Trustee that a breach of the Code has occurred; and
  - e) The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

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

- 8.2 In an election year for Trustees, a code of conduct complaint respecting a Trustee who is seeking re- election shall not be brought during the period commencing two (2) months prior to Election Day and ending after the first Board meeting after the new term of office of the Board commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.
- 8.3 The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) business days of receiving it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.
- 8.4 The Chair or Designate shall convene the Code of Conduct Committee as appointed by the Board.

**9. REFUSAL TO CONDUCT INQUIRY**

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

**10. STEPS OF INQUIRY**

- 10.1 The Statutory Powers Procedure Act does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.
- 10.2 Procedural fairness and the principles of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.
- 10.3 The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.
- 10.4 The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the Code of Conduct Committee undertaking the formal inquiry and in writing.
- 10.5 Once the formal inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the Trustee who is alleged to have breached the Code of Conduct and the Trustee who brought the complaint for their written comment to the Code of Conduct Committee. The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. These two Trustees shall have ten (10) business days (or such reasonable period of time as deemed appropriate by the Code of Conduct Committee), from the receipt of the draft report to provide a written response.
- 10.6 If the accused Trustee refuses to participate in the formal inquiry, the formal inquiry will continue in his/her absence. .
- 10.7 The final report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.

**11. SUSPENSION OF FORMAL INQUIRY**

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

## 12. DECISION

- 12.1 Trustees shall consider only the findings in the Final Report when voting on the decision and sanction. No Trustee shall undertake his/her own investigation of the matter.
- 12.2 The final report shall be delivered to the Board of Trustees, and a decision will be made by the Board of Trustees as to whether or not the Code of Conduct has been breached.
- 12.3 The sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.
- 12.4 ***The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.*** The Trustee who brought the complaint to the attention of the Board may vote on those resolutions.
- 12.5 The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, and shall not be required to answer any questions at that meeting.
- 12.6 The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below after these decisions have been made.
- 12.7 The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least two thirds (2/3rd) of the Trustees of the Board present and voting.
- 12.8 Despite s. 207 (1) of the Education Act, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:
- a) The security of the property of the board;
  - b) The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - c) The acquisition or disposal of a school site;
  - d) Decisions in respect of negotiations with employees of the board; or
  - e) Litigation affecting the board.

## 13. SANCTIONS

- 13.1 If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:

- a) Censure of the Trustee
  - b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
  - (c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.
- 13.2 The Board shall not impose a sanction, which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.
- 13.3 A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- 13.4 The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

#### **14. RECONSIDERATION**

- 14.1 If the Board determines that a Trustee has breached the Board's Code of Conduct the Board shall,
- a) Give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
  - b) The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least seven (7) business days after the submissions are received by the Trustee; and;
  - c) Consider any submissions made by the trustee and shall confirm or revoke the determination or sanction within twenty (20) business days after the submissions are received.
- 14.2 If the Board revokes a determination, any sanction imposed by the Board is revoked.
- 14.3 If the Board confirms a determination, the Board shall, within the twenty (20) business days confirm, vary or revoke the sanction.
- 14.4 If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
- 14.5 The Board's decision to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two thirds (2/3rd) of the Trustees present and eligible to vote. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to



confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. ***The Trustee alleged to have breached the Code of Conduct shall not vote on those resolutions.*** The Trustee who brought the complaint may vote.

- 14.6 The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be permitted to answer any questions at that meeting.
- 14.7 If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.



***Appendix F***

***Basic Parliamentary Information***

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**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 46  
**Date:** June 23, 2014

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

**FROM:** Barbara Draper, Coordinator of Human Resource Services

**SUBJECT:** Personnel Report – June 23, 2014

**STRATEGIC  
PRIORITY:** Responsible Stewardship of Resources

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<b><i>I ADMINISTRATION</i></b>
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***Please contact Human Resources for Personnel Information***

1. **CHANGES IN ASSIGNMENTS**
2. **LEAVES OF ABSENCE**

<b><i>II TEACHING STAFF</i></b>
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1. **LEAVES OF ABSENCE**
2. **CHANGES IN ASSIGNMENT**

<b><i>III SUPPORT STAFF</i></b>
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1. **CHANGES IN ASSIGNMENTS**
2. **LEAVES OF ABSENCE**
3. **RESIGNATIONS**

Barbara Draper  
Coordinator of Human Resource Services  
***Reference: Regular Board Meeting June, 23, 2014***