

2.0 Disclosure of Interest: re Closed Session

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

(Attach.)

3.1 **Agenda: Committee of the Whole Board - Closed**
That

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

Policy 408 – Loaning of Equipment

Policy 510 – Suspected Child Abuse

Policy 606 – Home and Hospital Study

Policy 516 – Safe Arrival Program

Policy 516 – Safe Arrival – Management Guideline

Policy 521 – Community Involvement Activities

Policy 521 – Community Involvement Activities Management Guideline

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

10.2.2 Update: Student Trustees

(Verbal – L. Marszowski)

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

11.0 Reports of the Director of Education

(Director: Patti Pella)

11.1 Report No. 44
2009 Summer Break and Board Business

(Attach. – P. Pella)

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

12.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Superintendent of Education:

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

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

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

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

13.0 Reports of the Business Committee

(Business Chair: J. Turner)

Superintendent of Business: B. Rousseau

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

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

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

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

14.0 Matters for Decision

Board Chair: M. Mannisto

- 14.1 Report No. 49
Disbursements – May 2009

(Attach. – C. Tsubouchi)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2009/07

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

Monday, June 15, 2009

Designated Site: Manitouwadge High School, Manitouwadge, ON

A G E N D A

Board Chair: Mark Mannisto

VC Sites at: SGBO / GCHS / LSHS / NRHS

Director Designate: Bruce Rousseau

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

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

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

(B. Draper)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement



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

1.0 Roll Cal

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

PART I: *Committee of the Whole Board*

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

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest offered at this time.

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

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

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

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

Carried

3.2 Rise and Report from Closed Session
124/09

Moved by: Trustee C. Brown

Seconded by: Trustee C. Fisher

That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:57 p.

8.0 Minutes

8.1 Board Meetings:

8.1.1 2009/05 Regular Board – April 20, 2009

127/09

Moved by: *Trustee C. Brown*

Seconded by: *Trustee K. Notwell*

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

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

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

BPRC Meeting – Monday, April 27, 2009

Carried

8.2 Standing Committee Meetings

8.2.1 Board Policy Review Committee: April 27, 2009

128/09

Moved by: *Trustee C. Brown*

Seconded by: *Trustee C. Fisher*

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

Policy 212 Observer Comments at Board Meetings

Policy 208 Trustee Attendance at Conferences

Policy 412 Public Access Defibrillators in School, and

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

Carried

8.3 Ad Hoc Committee Meetings

8.3.1 Transportation Committee – April 28, 2009

129/09

Moved by: *Trustee C. Brown*

Seconded by: *Trustee C. Fisher*

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

Transportation Committee – Tuesday, April 28, 2009

Carried

130/09

Moved by: *Trustee J. Sparrow*

Seconded by: *Trustee C. Brown*

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

Carried

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

131/09

Moved by: *Trustee C. Brown*

Seconded by: *Trustee C. Fisher*

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

BAPS Design Steering Committee – Monday, April 20, 2009

Carried

9.0 Business Arising Out of the Minutes

There was no business arising from the minutes.

10.0 Delegations and/or Presentations

10.1 Schreiber Public School: Small Schools Make a Big Difference

132/09

Moved by: Trustee C. Brown

Seconded by: Trustee K. Notwell

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

Carried

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

10.2 Update: Student Trustees

133/09

Moved by: Trustee C. Fisher

Seconded by: Trustee J. Sparrow

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

Carried

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

Student Trustee Lisa Marszowski reported that Sarah Duffus of GCHS has interviewed with the current student trustee panel and has accepted the appointment as a new student trustee from Geraldton Composite High School for the period of

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

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

136/09

12.2 Report No. 34: Special Education Statistics

140/09

Moved by: Trustee K. Notwell

Seconded by: Trustee D. Keenan

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

Carried

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

144/09

Moved by: Trustee C. Fisher

That

Seconded by: Trustee K. Notwell

Ball Bus Service \$ 590,592

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

MINUTES

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

3.0 *Open Forum: Q & A*

4.0 *Items for the Next Meeting*

5.0 *Next Meeting*

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

6.0 *Tentative 2009-2010 Meeting Schedule*

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

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

6.0 *Adjournment*

The meeting adjourned at 11:05 a.m.

	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia, Jessica				X		Notwell, Kathy (<i>Alternate</i>)		X			
Brown, Cindy (<i>Alternate</i>)	X					Nelson, Theresa					X
Dupere, Cheryl				X		Simmons, Tina		X			
English, Jennifer					X	Souckey, Leslie (<i>Chair</i>)	X				

6.6 Quilt of Honour

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

Members may find additional information about the Quilt, and its associated organization, Parent's for Children's Mental Health, at http://www.parentsforchildrensmentalhealth.org/au_about_us.php

6.7 Ontario Educational Resource Bank (OERB)

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

7.0 Information Items

8.0 Next Meeting Date/Time/Venue

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

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

9.0 Adjournment

That,

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 43
Date: June 15, 2009

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

FROM: Kayla Kjellman, Student Trustee

SUBJECT: Student Views on Course Selection

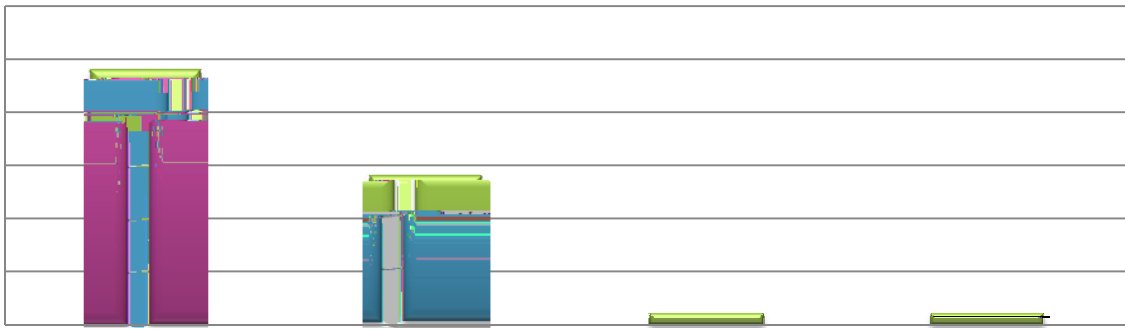
Background

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

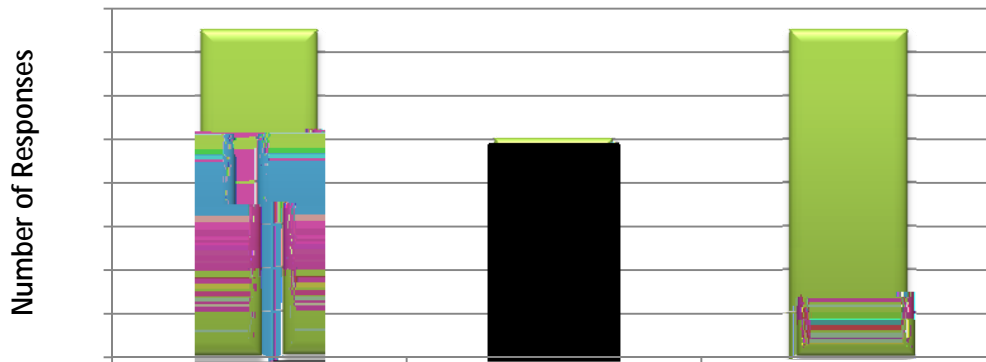
Current Situation

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

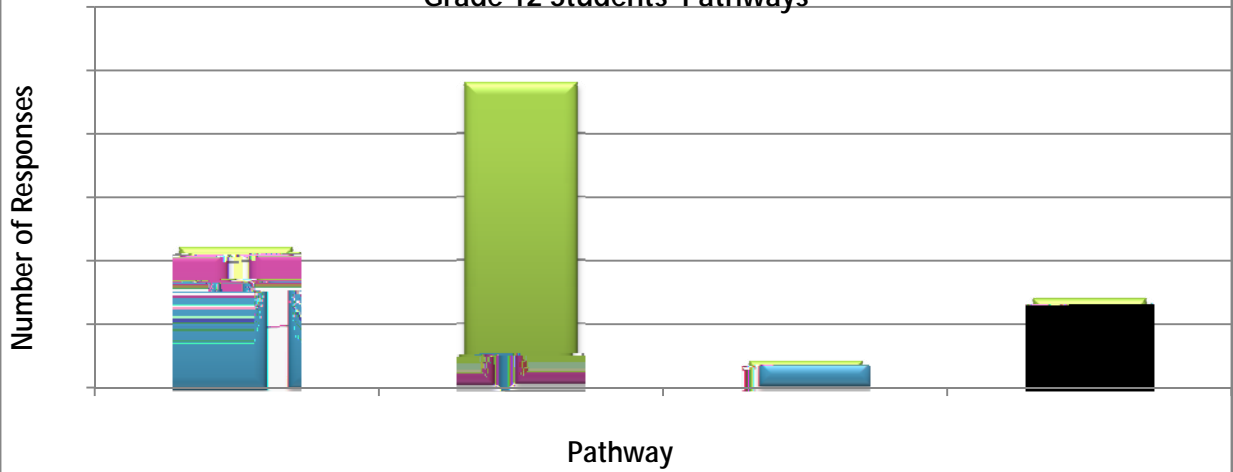
Grade 11 Pathways



Grade 11 Students Considering Leaving SGDSB for Grade 12



Grade 12 Students' Pathways



Recommendation for Next Steps

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

Administrative Recommendations

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

Respectfully submitted by:

Kayla Kjellman
Student Trustee
Superior-Greenstone District School Board

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 44
Date: June 15, 2009

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

FROM: Patti Pella, Director of Education

SUBJECT: 2009 Summer Break and Board Business

Background

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

To date, the cancellation of the Regular Board meeting in July has not had a detrimental effect on board business.

In conjunction with this review, the board has also carried a motion to ensure that the business of the board can be conducted regardless of the varied summer schedules with which both members of the board and board staff may be engaged.

Current Situation

A Regular Board meeting is scheduled on Monday, July 20, 2009. At this time summer business is expected to be of a routine nature. The notice of cancellation of the July Board Meeting can be posted on the Superior-Greenstone DSB website for public reference.

The practice has been for Administration to be authorized, in conjunction with available trustees, to conduct the business of the board as the need may arise during July and August 2009.

Administrative Recommendations

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

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

That, Administration be authorized, in conjunction with available trustees to conduct the business of the board as the need may arise during July and August 2009.

Respectfully submitted by,

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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

Jaynel White isn't an average teenager. When she was 15, her father David swiftly progressed

a's donor rate is one

nd

give life, and that heroism

g
He gave life to someone who needed it, and that, to me,

life

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sion
te Abbott of the London Health Sciences Centre and a team

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, because they'll

olved in the pilot project echo

n
ce of organ donation

ly recognized for his contributions in community

continue informing our youth about the importance of organ and tissue donation,"

ansplant Program and the Kidney
Foundation, which produced this innovative program.

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

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

"It's important for the kids to consider the social issues," said J

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

Environmental Assessment and Approvals Branch

Ministry of the Environment
2 St. Clair Ave., W., Toronto, Ontario M4V 1L5

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 45
Date: June 15, 2009

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

FROM: Colleen Kappel, Superintendent of Education

SUBJECT: Special Education Board Plan

Background

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

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

Current Situation

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

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

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

Administrative Recommendations

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

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

Respectfully submitted by,

Colleen Kappel
Superintendent of Education

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APPENDICES

Roles and Responsibilities in Special Education	Appendix A
Special Education Pamphlets	Appendix B
<i>The Parent's Guide to Special Education</i>	
<i>Parents' Guide to Special Education, Appeals, Support Organizations & Board Contacts</i>	
Specialized Health Support Services Chart.....	Appendix C
Exceptionalities – Categories & Definitions	Appendix D
Provincial School Contacts	Appendix E

B - SPECIAL EDUCATION PROGRAMS and SERVICES

General Philosophy and Service Delivery Model

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

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

attention will focus on the capabilities on the student rather than on his/her exceptionality
education will be provided as close to the student's home as feasible within the schools of the Superior-Greenstone District School Board
education will be provided as close to the regular classroom environment as feasible in co-operation with local boards, community agencies and provincial services

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

Special Education Advisory Committee provides input to the budget process to support this delivery model. Professional Development Activities have focused on integration strategies for Educational Assistants and Resource Teachers.

Special Education Placements Provided by the Board

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

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

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

Multiple Exceptionalities

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

Section 27

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

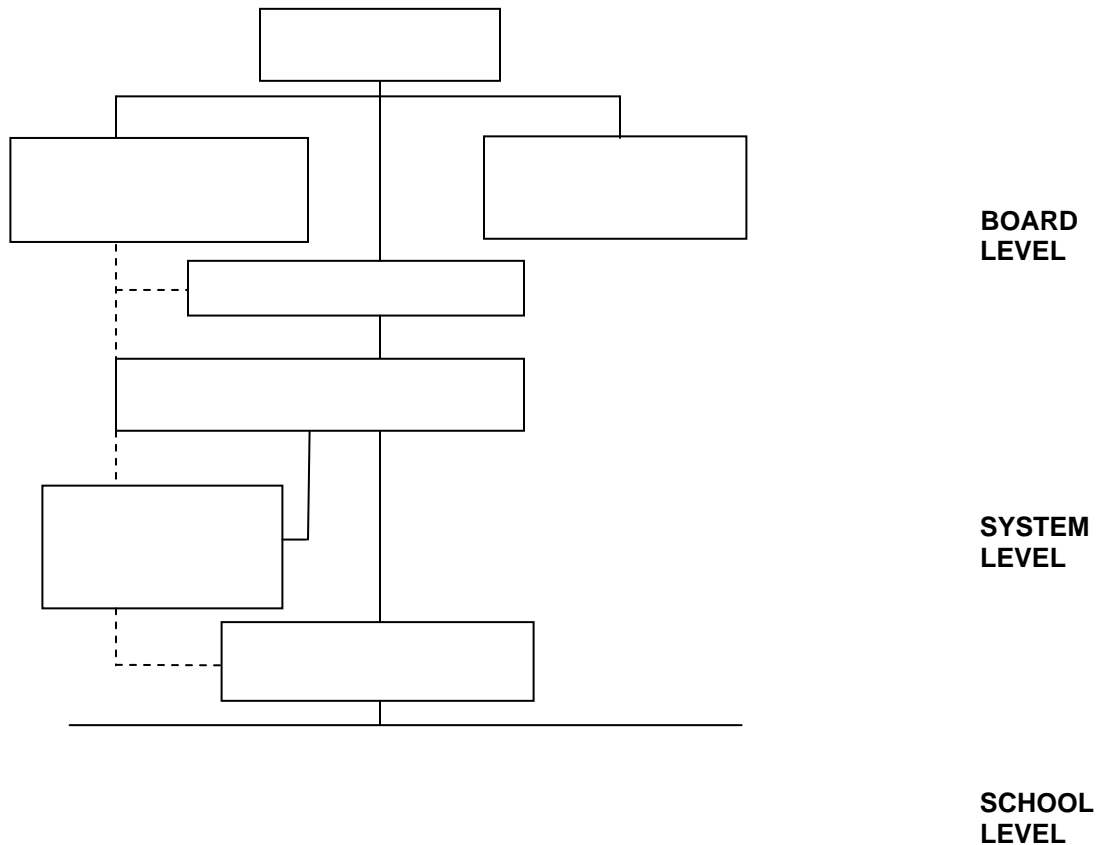
Provincial and Demonstration Schools

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

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

C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART

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



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

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

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

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

Informal Approaches to Solving Problems Prior to IPRC Meetings

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

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

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

Identification, Placement and Review Process

Informing Parents

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

A decision may be made to refer the student to an Identification, Placement and Review Committee. The parent is given 10 days notice *in writing*

diagnostic tests
teacher-created tests
developmental assessments
living/vocational skills assessments
health assessment (vision, speech, hearing)

Communicating the Decision

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

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

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

Parent Guides to IPRC's and Appeals

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

Superior-Greenstone District School Board Statistics

Please refer to Appendix I.

Standards for School Boards' Special Education Plan – Pages 7

F - EDUCATIONAL and OTHER ASSESSMENTS

Educational Assessments

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

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

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

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

Step Three:

F - REFERRAL and ASSESSMENT PROCEDURES

IN-SCHOOL

IN-SCHOOL REFERRAL and ASSESSMENT PROCEDURES

G - SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

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

Standards for School Boards' Special Education Plan – Page 8

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

For a student unable to attend school due to a medical emergency of such a duration that the student's education could be in jeopardy, the student may be eligible for tutoring services at home. In order to receive such services, the Principal of the school must receive a medical certificate from a qualified medical doctor

- 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 spok

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

PHYSICAL

Physical Disability

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

Blind and Low Vision

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

MULTIPLE

Multiple Exceptionalities

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

Note: Identification criteria and observable characteristics for each exceptionality are listed in section D of the appendix.

Standards for School Boards' Special Education Plan – Page 9

J – INDIVIDUAL EDUCATION PLANS (IEP's)

Compliance

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

Implementation

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

On-going Review Plan for IEP's

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

- a) review of expectations/document with the Principals;
- b) IEP internal audit;
- c) Follow up training sessions.

Dispute Resolution

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

Resolution at the School Level

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

System resource personnel may be asked to attend.

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

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

Standards for School Boards' Special Education Plan – Page 10

K – PROVINCIAL and DEMONSTRATION SCHOOLS

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

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

Standards for School Boards' Special Education Plan – Page 11

L – SPECIAL EDUCATION STAFF

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

Teachers for in-class programs

Special Education Resource Teachers (SERT) provide resource support (in the classroom and withdrawal setting) and facilitate and coordinate programs, assessments and documentation

Educational Assistants – determined on a yearly basis

Teacher for the blind

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

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

Calendar of Professional Development

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

- a) Ministry directives

OR

- b) system needs. Examples of professional development initiatives include, but are not limited to, the following:

- familiarization with new Procedures Manual
- training for Individual Support Amount claims (ISAs)
- training on new Ministry resource document - IEP Guidelines
- training on administration of tests and assessment practices
- protocols for working with out-of-school agencies
- focus on specific exceptionalities - autism, deaf, FAS
- writing needs statements - IPRC's

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

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

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

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

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

N – NEW EQUIPMENT

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

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

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

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

P – TRANSPORTATION FOR SPECIAL NEEDS

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

Students with special needs are accommodated on various transportation systems:

- regular school buses are used to transport students who do not have mobility or control problems, and can safely be transported this way

- handicap buses – wheelchair accessible are used where mobility is an issue

- where needs dictate, the Board may use attendants who ride along to assist the driver with loading, unloading and care giving during transport

- taxi and other commercial vehicles may also be used

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

Students who attend the W. Ross McDonald School (Provincial) arC 0 Tc31.72 l0001 Tc -25sa65onvnhe sThu Reg-0.0002

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

	2008-09 Estimates	2007-08 F/S	2006-07 F/S	2005-06 F/S	2004-05 F/S	2003-04 F/S	2002-03 F/S	2001-02 F/S
SEA	50,000	0	64,276	67,133	0	24,2910	2,921	8,338
High Needs	1,364,163	1,364,163	1,313,635	1,404,000	1,353,000	1,353,000	1,101,000	1,052,908
SEPPA	804,126	834,528	842,446	909,935	953,947	944,404	960,847	957,357
Revenues	2,218,289	2,198,691	2,570,441	2,381,068	2,306,947	2,321,695	2,064,768	2,018,603
Expenditures	2,860,473	2,820,767	3,510,077	3,479,682	3,335,448	3,526,129	2,504,285	2,277,276

5. Involvement in Professional Development Activities

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

6. Election of Members

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

7. Other: Regional Presentations

8. Documentation

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

9. Communication

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

10. Meetings

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

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

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

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

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

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

B) For Students Arriving from Other Boards or Programs

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

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

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

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

C) For Students Leaving the Board

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

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

Agencies that are usually involved in this planning include:

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

S – SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN

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

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

a copy can be accessed on the board **website**

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

in school handbooks, newsletters, or other school mailings
on local communication cable T.V.
on school posters or display[1 Tpen House or kindergarten registration.
during School Council meetings and in School Council Minutes

Ministry of g School Cothroughil vit/MCIDs avasnk

ROLES and RESPONSIBILITIES in SPECIAL EDUCATION

participates in the board's annual budget process as it relates to special education
reviews the financial statements of the board as they relate to special education
provides information to parent, as requested

Principal

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

The Teacher

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

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

(in addition to the responsibilities listed above under "the teacher")

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

The Parent/Guardian

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

The Student

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

Guidance Services - (Secondary Panel)

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

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

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

Director of Education (or Designate)

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

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

Trustees

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

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

Identification, Placement and Review Committee Chairperson

The duties of the chairperson shall be:

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

What are the Ministry's Provincial and Demonstration Schools?

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

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

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

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

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

Schools for the deaf:

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

Robarts School
1090 Highbury Avenue
P.O. Box 7360, Station "E"
London, ON N5Y 4V9
Telephone and TTY: (5y T

Schools throi()T -1.1412es9()T ateSiateSicu2(B)lsphone: (9KW)TJ T -1.148 T.002 48 TD892 0 8ne3(ude) TD(109)13(0 H)9(ir)4(e)8(e)8(t)15(e)9(s)8(t)3()TJ0.002 Tc 0.0016 Tw 0 -1.148 TD(Be)5(Ile)5(v)8(

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

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

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,
Principal
SERT

x

SPECIALIZED HEALTH SUPPORT SERVICES

Appendix C

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

Administering of prescribed medications

Educational Assistants
Board Staff
Puc 0.0005 Tw 0 -1.144 TD(Puc)Tj0.0009 Tc 0 Tw T(fremea19 1.144 Td(CCAC)5()TJd(Speech Therapist or Spee(re ,2m56 BDC -0.saw 12.tDC /TT4 1 53 wTJd(Speech)Tj0.00

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

2008 / 2009 Special Education Advisory Committee (SEAC)

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

Meetings are held on the last Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by 4-1e9m(ev)-8EMC / P M Cn98.1 0.72 112 / Senle

SEAC INVOLVEMENT – ROLES and RESPONSIBILITIES

To make recommendations:

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

To Review Board's Annual Review of Special Education:

presented and approved at the May 2009 SEAC meeting

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

2008/2009 budget was distributed in May 2009
2008/2009 system special education budget was distributed and approved
Budget information provided fo

Appendix H

SPECIAL EDUCATION STAFF

Special Education Staff	Elementary FTEs	Secondary FTEs	Staff Qualifications
1. Teachers of exceptional students			
1.1 Teachers for resource-withdrawal programs	7.9	5.0	

Appendix H

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

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

Appendix I

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

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD PROFESSIONAL DEVELOPMENT ALLOCATION

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 46

Date: June 15, 2009

TO: Chair and Members of the

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 47
Date: June 15, 2009

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

FROM: Bruce Rousseau, Superintendent of Business

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

Background

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

- Funding of the Provincial Framework Agreements
- Develop an internal audit function
- Change the method of allocating the Special Education High Needs Amount (HNA)
- Constrain funding for textbooks, computers professional development and transportation
- Outreach Coordinator component transferred outside of the 2009-2010 budget. Failure to comply with the above noted deadline will result in the imposition of financial penalties.

Budget Analysis

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

Included in this year's budget submission:

- Enrolment estimate is 1,803.5 (Elementary 795.0 and Secondary 1008.5).
- Elementary teaching staff to reflect the plan approved by the Board on April 20, 2009.

Department budgets in area of computers, central services, general administration and plant operations have been reduced.

Retirement Gratuity payments funded from the reserve set up for this purpose.

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

Administrative Recommendation

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

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

Respectfully submitted,

Bruce Rousseau
Superintendent of Business

2009 - 2010 School Board Estimates

Certificate of Director of Education

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

Superior-Greenstone District School Board

on 15 JUNE 2009

16 JUNE 2009	Patti Pella
Date	Signed by Director of Education

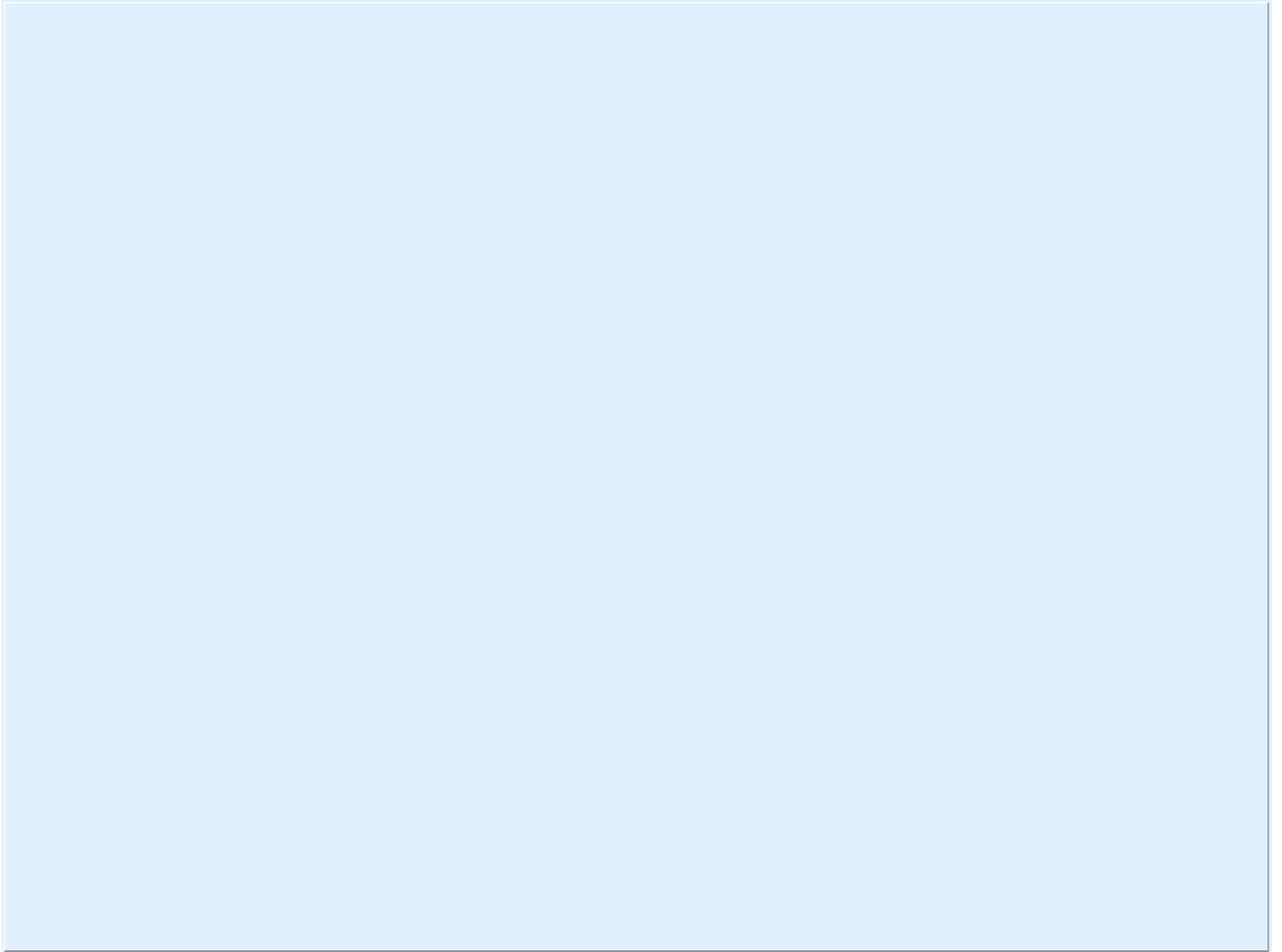
Compliance Report

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

Schedule 3 - Capital Fund - Page 1 - Expenditures

Expenditure Categories (as

Schedule 3 - Capital Fund - Expenditures and Financing



Schedule 9 - Operating Fund - Revenues

1	FEES	
1.1	Government of Canada - Day School	2,541,280
1.2	Boards outside Ontario	0
1.		

	Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Rep. Furn. an
	02	03	04	05	06
51	12,784,315	1,886,200			

Schedule 10ADJ - Operating Fund - Adjustments for Compliance Purposes

Expenditure Categories	Plus: Principal Payments & Increase in Sinking Funds on Long Term Debt	Less: Increase(Decrease) Unfunded Liabilities - Interest Accrued	Less: Increase(Decrease) Unfunded Liabilities - Vacation Accrued	Less: Increase(Decrease) Unfunded Liabilities - Employee Benefits	Less: Inceas
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Schedule 10ADJ - Operating Fund - Adjusted Expenditures for Compliance

Expenditure Categories (as used in Uniform Code of Accounts)	Total Operating Expenditures	Total Adjustments	Adjusted Expenditures for Compliance
CA01EJ 0.712 1 307.3.04 1 29.88 7.64 g5O4 743.64 g5.18 744.124E3.04 1 29.88 7.64 g4 30.36 734. 744.12 1 307.68.01923 0 Td [(cm.18 744.124E3.04 1 744..88 7.64 g5O4			

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Schedule 13 - Day School Enrolment
Pupils of the Board

	OCTOBER 31					
<u>Elementary</u>		Number of full-time				

Schedule 13 - Day School Enrolment
Other Pu

Schedule 13 - Day School Enrolment			
Average Daily Enrolment			
	Pupils of the board	Other pupils	Total
<u>Elementary</u>			
3.1	Junior Kindergarten	24.50	
3.2	Kindergarten	33.50	
3.3	Grades 1 to 3	223.00	
3.4	Grades 4 to 8	493.00	
3.5	Elementary Day School	774.00	21.00
			795.00
<u>Secondary - pupils less than 21 years</u>			
3.6	Secondary Day School - Grade 9 to 12	874.25	131.50
3.7	Independent Study	0.00	0.00
3.8	Total Secondary Day School	874.25	131.50
			1,005.75
3.9	Total Day School	1,648.25	152.50
			1,800.75
<u>Secondary - pupils 21 years and over</u>			
3.10	Secondary Day School - Grade 9 to 12	2.76	0.00
			.76

\$1,257.14

6050.0394(S)19-TJ [(6.03)TJ [(c)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 48
Date: June 15, 2009

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

FROM: Cathy Tsubouchi, Manager of Accounting Services

SUBJECT: Internal Audit Report for 2009

Background

Our Annual Audit Plan was approved by the Board in

Inventory

There were two situations where the incorrect information had been listed on the inventory. Assets

Board Recommendations

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

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

Respectfully submitted,

Cathy Tsubouchi
Manager of Accounting Services

Bruce Rousseau
Superintendent of Business

STATUS OF RECOMMENDATIONS FROM THE 2008 INTERNAL AUDIT REPORT

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

STATUS:

Refer to Purchasing section of report.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 49

Date: June 15, 2009

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 50
Date: June 15, 2009

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

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – June 15th, 2009

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

I TEACHING STAFF

1. CHANGES IN ASSIGNMENT



MOTION

Whereas the Superior-Greenstone District School Board supports practices that contribute to the

creation of a sustainable environment;

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

AND whereas Ontario farmers adhere to the highest quality standards set forth by the Canadian

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