



REGULAR BOARD MEETING AGENDA
June 15, 2021
EDUCATION CENTRE 7:00 P.M.

A. PROCEDURAL ITEMS

- I. Roll call
- II. Land Acknowledgement: Read by Director Lucia Reece
- III. Approval of Agenda
- IV. Conflict of Interest

V. Education Topic and/or Delegation

	Superintendent
1. Responding to Kamloops Discovery	J.M.
2. Overview of Summer Learning Programs	Supts.

VI. System Information

	Superintendent
1. Update to "Welcome to Kindergarten"	M.B.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

1. Regular Board Meeting Minutes 2021 05 04
2. Committee of the Whole Meeting Minutes of 2021 05 18

Minutes to be Received by the Board:

1. Special Education Advisory Committee (S.E.A.C.) Meeting Minutes of 2021 04 20
2. Special Education Advisory Committee (S.E.A.C.) Meeting Minutes of 2021 05 18

VIII. Student Trustees' Report

IX. Reports from Committee Chairs, O.P.S.B.A.



REGULAR BOARD MEETING AGENDA
June 15, 2021
EDUCATION CENTRE 7:00 P.M.

B. ACTION ITEMS

	Superintendent
1. Approval of Policies: Discussion of Policies: 5.01 Pupil Accommodation Review, 6.36 Equity and Inclusive Education, 6.45 Parent Involvement Committee (PIC) Policy	J.M./LR.
2. Approval of 2021-2022 ADSB Special Education Plan	B.V.
3. Approval of the 2021-2022 Budget	J.S.M.
4. Approval of Adult Education Organization	J.M.

FUTURE MEETINGS AND LOCATIONS

2021 09 21 5:30 p.m. 7:00 p.m.	Regular Board Meeting – H.E. Crowder Board Room Closed Open
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**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
CLOSED SESSION**

2021 05 04

5:30 p.m.

IN-PERSON & MICROSOFT TEAMS

The Regular Board Meeting was called to order by Chair Sarlo.

A. (I) Attendance as per attached schedule.

(Resolution #046-2021)

On motion of Trustees Sheryl Evans and Marie Murphy Foran it was approved:

That the Board move into Closed Session at 5:32 p.m.

(Resolution #047-2021)

On motion of Sheryl Evans and Greg Bowman it was approved:

That the Closed Session of the Board Meeting adjourn at 7:02 p.m.

(Resolution #052-2021)

On motion of Marie Murphy Foran and Elaine Johnston it was approved:

That the Board resume Closed Session at 8:30 p.m.

(Resolution #053-2021)

On motion of Sandra Edwards and Marie Murphy Foran it was approved:

That the Board adjourn Closed Session at 9:21 p.m.

Chair

Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

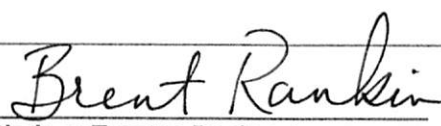
Date of Meeting: Tuesday, May 4, 2021

Time of Meeting: 5:30 p.m.

Location: EDUCATION CENTRE & MICROSOFT TEAMS

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Greg Bowman	Pres.			
Sandra Edwards	Pres.			
Sheryl Evans	Pres.			
Elaine Johnston	Pres.			
Marie Murphy-Foran	Pres.			
Susan Myers	Pres.			
Sheila Nyman	Pres.			
Brent Rankin	Pres.			
Russell Reid	Pres.			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Admin.Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Pres.			
F. Palumbo	Pres.			
<u>Others</u>				
L. Aceti	Pres.	5:53 pm.		In Camera


Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING**

**MINUTES
OPEN SESSION**

2021 05 04

7:00 p.m.

IN-PERSON & MICROSOFT TEAMS

The Regular Board Meeting was called to order by Chair Sarlo.

A. (I) Attendance as per attached schedule.

(Resolution #048-2021)

On motion of Trustees Elaine Johnston and Russell Reid it was approved:

That the Board move into Open Session at 7:07 p.m.

A. (III) **Approval of Agenda**

(Resolution #049-2021)

On motion of Trustees Sheryl Evans and Susan Myers it was approved:

That the Agenda dated 2021 05 04 be approved as distributed.

A. (V) **Education Topic and/or Delegation**

1. Leadership Learning: Sharing of Professional Learning

M.B./Supts

A. (VI) **System Information**

1. Update on Distribution of Devices for third Transition to Remote Learning

J.S.M.

A. (VII) Approval of Minutes from Previous Meetings

(Resolution #050-2021)

On motion of Trustees Sheila Nyman and Susan Myers it was approved:

Minutes to be Approved by the Board.

1. Regular Board Meeting Minutes of 2021 03 30

(VII) Minutes to be Received by the Board.

1. Special Education Advisory Committee (S.E.A.C.) Meeting Minutes of 2021 02 23.
2. Special Education Advisory Committee (S.E.A.C.) Meeting Minutes of 2021 03 30.

A. Reports from Committee Chairs, OPSBA Items

(VIII) Student Trustees' Reports

(IX) Reports from Committee Chairs, O.P.S.B.A.

(Resolution #051-2021)

On motion of Trustees Greg Bowman and Russell Reid it was approved:

That the Board move to adjourn at 8:24 p.m.


Chair


Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: Tuesday, May 4, 2021

Time of Meeting: 7:00.p.m.

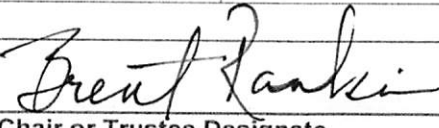
Location: **EDUCATION CENTRE & MICROSOFT TEAMS**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Greg Bowman	Pres.			
Sandra Edwards	Pres.			
Sheryl Evans	Pres.			
Elaine Johnston	Pres.			
Marie Murphy-Foran	Pres.			
Susan Myers	Pres.			
Sheila Nyman	Pres.			
Brent Rankin	Pres.			
Russell Reid	Pres.			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Student Trustees</u>				
Emily Hewgill	Pres.			
Amara Ruffo	Pres.			
Evan Tyler	Pres.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Pres.			
F. Palumbo	Pres.			
<u>Others</u>				
F. Walsh	Pres.			
L. Aceti	Pres.			
D. Taylor - S.T.	Pres.			
B. Kelly - S.S.	Pres.			

Delegation:

Anthony McCabe
Blythe Servant
Kara Provenzano
Rebecca Garsdale


Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
CLOSED SESSION**

2021 05 18

**5:30 p.m. MICROSOFT TEAMS & EDUCATION
CENTRE**

Meeting was called to order by Chair Sarlo.

A. (I) Attendance as per attached schedule.

(Resolution #054-2021)

On motion of Trustees Marie Murphy-Foran and Sheryl Evans it was approved:

That the Board move into Closed Session at 5:33 p.m.

D. **Action Items**

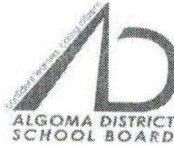
(Resolution #055-2021)

On motion of Trustees Susan Myers and Sheila Nyman it was approved:

That the Closed Session of the meeting of the Board adjourn at 6:08 p.m.

Chair

Secretary



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE MEETING – CLOSED SESSION

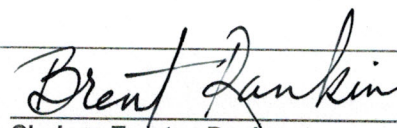
Date of Meeting: **Tuesday, May 18, 2021**

Time of Meeting: **5:30 p.m.**

Location: **EDUCATION CENTRE & MICROSOFT TEAMS**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Greg Bowman	Abs.			
Sandra Edwards	Abs.			
Sheryl Evans	Pres.			
Elaine Johnston	Abs.			
Marie Murphy-Foran	Pres.			
Susan Myers	Pres.			
Sheila Nyman	Pres.			
Brent Rankin	Pres.			
Russell Reid	Pres.			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Pres.			
F. Palumbo	Pres.			
<u>Others</u>				
L. Aceti	Pres.			


Chair or Trustee Designate



ALGOMA DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OPEN SESSION

2021 05 18

**5:30 p.m. MICROSOFT TEAMS & EDUCATION
CENTRE**

Meeting was called to order by Chair Sarlo.

A. (I) Attendance as per attached schedule.

(Resolution #056-2021)

On motion of Trustees Susan Thayer and Brent Rankin it was approved:

That the Board move into Open Session at 7:10 p.m.

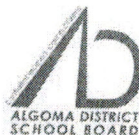
(Resolution #057-2021)

On motion of Trustees Marie Murphy-Foran and Sheryl Evans it was approved:

That the Board move to adjourn Open Session at 7:28 p.m.

Chair

Secretary



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE MEETING – OPEN SESSION

Date of Meeting: **Tuesday, May 18, 2021**

Time of Meeting: **7:00 p.m.**

Location: **EDUCATION CENTRE & MICROSOFT TEAMS**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Greg Bowman	Abs.			
Sandra Edwards	Abs.			
Sheryl Evans	Pres.			
Elaine Johnston	Abs.			
Marie Murphy-Foran	Pres.			
Susan Myers	Pres.			
Sheila Nyman	Pres.			
Brent Rankin	Pres.			
Russell Reid	Pres.			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Student Trustees</u>				
Emily Hewgill	Abs.			
Amara Ruffo	Abs.			
Evan Tyler	Abs.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Pres.			
F. Palumbo	Pres.			
<u>Others</u>				
F. Walsh	Pres.			
L. Aceti	Pres.			
B. Kelly - S.S.	Pres.			Media
D. Taylor - S.T.	Pres.			Media

Brent Rankin

Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

MINUTES OF MEETING
April 20, 2020
Via MS Teams
12:00 Start Time

Present: P. Mick (Member-At-Large), L. Lambert (Algoma Public Health - Infant Child Development Program), S. Kitts (North Shore Tribal Council), M. Barbeau (Community Living Algoma)

Trustees: R. Reid

Staff: B. Vallee (Superintendent), C. Phillips (Recording Secretary)

Regrets: A. Gauthier (Thrive), K. Viita (System Administrator) S. Evans (Trustee)

Guests: None

Chair Pat Mick called the meeting to order at 12:00 p.m. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the Teams meeting.

1 Round Table - Introduction of members, staff, and guests.

2. Approval of Agenda and Minutes (March)

- Agenda approval. Moved by S. Kitts. Seconded by L. Lambert. All in favour.
- Approval of Minutes. Moved by M. Barbeau. Seconded by R. Reid. All in favour.

3. Correspondence:

- Discussion regarding our proposed letter of support (re: DDSB). The letter was approved and will be mailed out.

4. Presentation: Mental Health Supports & Services (Darryl Fillmore, Mental Health Lead)

- Darryl Fillmore provided an update on Mental health Supports and Services in ADSB.
- Currently Algoma District School Board has 14 School and Attendance Counsellors, 2 Mental Health Workers, and the Mental Health Lead. We also have an ADSB Well-Being Leadership Committee that includes the Director, Superintendents, Mental Health Lead and the Leads for Safe Schools, Well-Being, and Indigenous Education, as well as student and parent representatives. This group helps to provide feedback and input around all well-being initiatives.

- Mental Health support services have been provided through a variety of modes over the past year. Although in-person counselling is clearly the preferred method, video and audio platforms have also been used to support remote services. Stress/anxiety, mood management skills, attendance and social skills are the four most frequent issues that prompt a referral to our team.
- Many different resources have been shared across the system. SMHO has provided a wealth of resources (e.g. Virtual Field Trips for students, ONE-CALL Desk Reference to provide a process to link our students to support). Quick links for easy access to mental health supports have been provided for all staff through the Mental Health Toolkit and resources such as AI's Pals, Mind-up, or Everyday Mental Health in the Classroom.
- We have also been working with new tracking software to enhance the impact of our services. Students complete a quick pre- and post-test for each session. The data is used to score the student's starting point and calculate the perceived impact of the session. The team has also been working on a book study around principle-guided psychotherapy. Darryl has been in contact with SMHO about this initiative and there has been reach-out from Harvard (author of the book study) to discuss our implementation process. R. Reid commented that every challenge is an opportunity to help improve - really likes the outcome-based tracking as it helps us direct our resources where they need to be.
- Rebound Mentorship Program. We are very pleased with the evolution of this program. Working in partnership for the past 4 years with Algoma Family Services, this program is run by a trained facilitator while also providing mentorship groups. For the past few years, our secondary students have been able to earn a credit by acting as group mentors for this program. The program is delivered to students in grade 7/8 with a focus on developing life and social skills to help young people to make good decisions. Although always offered on-site to smaller groups in the past, this year we have been able to provide the program virtually to grade 7 and 8 classes across our district. A video created by one of our secondary school mentors was shared.
- M Barbeau asked about the degree of parent development - are parents engaging? D. Fillmore responded that parents are often engaged in the process. They must grant permission for counselling services for elementary students, although it is important to remember that secondary students are able to self-refer for services. While parent involvement is always encouraged, some of our older students do not want parents involved with their counselling services and they are able to make this choice.

5. Member Organization Updates

P. Mick– Member at large:

- Nothing to report.

L. Lambert -APH Infant Child Development Program

- Covid-19 is our main focus at APH right now.
- School transition meetings are taking place as spring meetings are underway.
- School readiness programing- APH has been in discussion with Carolyn Nadeau and Laura Austin (ADSB ASD Resource Facilitators) about plans to help support school readiness for many of our incoming Kindergarten students.

- Parent programs - online virtual classes 3 times a day with different time slots for parents.

M. Barbeau -Community Living Algoma

- Community Living Algoma is focusing on mental health
- Staff have been doing “drive-bys” trying to connect with clients

S. Kitts North Shore Tribal Council

- Back to working from home office/ part time

6. Report from the Board (Trustees)

- March 30th was a very busy board meeting. Organization for next year was passed, subject to the budget/funding process.
- Policy review continues
- Update regarding IT/device roll-out. 9000 devices have been sent out by the IT dept to support student access to technology during remote learning
- Student Trustee Reports- the student trustees have been very busy working with Student Senate and the Northern Indigenous Youth Council on established priority areas
- School calendar has been updated again due to Ministry suggestions (e.g. three PD Days before beginning of the school year)

7. Report from Administration (B. Vallee)

- **Transition Meetings:** The blitz of transition meetings is underway for the next three weeks. Approximately 70 meetings are scheduled so far. The spring meetings take place with central staff, community partners, and school-based teams...virtually again this year through TEAMS platform.
- **On-site Learning During School Closure:** At present, all schools across Ontario have pivoted to remote learning. However, as was the case during the January pivot, all boards are mandated by the Ministry to provide on-site programming options for students that present with complex special education needs that are unable to benefit from remote learning. Accordingly, we continue to operate our self-contained programs (e.g Community Education, Rockhaven, Structured Learning Classrooms and Practical Learning Classrooms) with individual school sites also offering on-site programming opportunities for students presenting with an appropriate learning profile. In-person learning is beginning today (April 20th).
- **Formal Assessments:** With the province-wide shift to remote learning, we will be postponing our next few blocks of assessments.
- **Ongoing SERT Professional Development:** Only one SERT meeting has taken place since our last SEAC meeting (due to Easter Break and “April Break”). This session was focused on assistive technology. Sarah Anich-Mansfield, our LD Resource Facilitator has put together an extensive user manual for the *Read & Write* program, as well as a process document for SERTs on teaching assistive technology skills required for students to become ‘expert’ users.
- **Principal’s Meeting:** The Special Education portion of our April Principal’s Meeting focused on *Modified Programming*. The session included an overview of our processes to determine whether modified programming is required, and how modified expectations are/can be developed. Following the overview, principals worked on case studies in their breakout groups to put the theory into action.

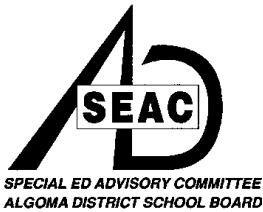
- **Parent Involvement Committee:** Just a reminder that PIC is looking for a SEAC member to sit on the Parent Involvement Committee. The role of the PIC is to encourage parent involvement board-wide, so it would be great if a SEAC member was able to bring information from SEAC to the PIC, and vice-versa. Any volunteers?

8. Next meeting: May 18, 2021

- Update on Autism After-School Skill Building Programs?
- Draft of the 2021-2022 Special Education Plan – this is a must-do item.

9. Motion to adjourn: Moved by. R. Reid. Seconded by S. Kitts.

Meeting adjourned at 1:15 p.m.



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

MINUTES OF MEETING
May 18, 2021
Via MS Teams
12:00 Start Time

Present: P. Mick (Member-At-Large), H. Cutler (Algoma Public Health - Infant Child Development Program), S. Kitts (North Shore Tribal Council), M. Barbeau (Community Living Algoma)
A. Gauthier (Thrive)

Trustees: R. Reid, S. Evans

Staff: B. Vallee (Superintendent), C. Phillips (Recording Secretary), K. Viita (System Administrator)

Regrets: N/A

Guests: None

Chair Pat Mick called the meeting to order at 12:00 p.m. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the Teams meeting.

1 Round Table - Introduction of members, staff, and guests.

2. Approval of Agenda and Minutes (April)

- Agenda approval. Moved by S. Kitts. Seconded by M. Barbeau. All in favour.
- Approval of Minutes. Moved by M. Barbeau. Seconded by S. Kitts. All in favour.

3. Correspondence:

- Letter- Renfrew Catholic DSB Re: Bill 172 FASD
 - Received previous letters of support for proposed FASD legislation. B, Vallee inquired as to whether SEAC wished to prepare another support letter? Not at this time.
- MACSE Collaboration Template (preparation for next MACSE meeting)
 - Minister's Advisory Council for Special Education (MACSE) meets June 20, 2021.
 - Please send B. Vallee any suggestions for the template via email and we will forward.

4. Presentation: Draft ADSB 2021-2021 Special Education Plan

- B. Vallee presented a section-by-section overview of the proposed draft of the 2021-2022 Special Education Plan for SEAC feedback.

- Proposed changes include date changes throughout the document, updates to the 'numbers' (e.g. assessments completed) to reflect the current school year, update of our current numbers for students with an identification or IEP only, and changes to locations for some of our specialized programs/classrooms as we are doing some realignment based on several factors (e.g. geographical balance).
- Question- S. Evans inquired about the number students currently enrolled at Algoma District School Board, percentage that are on IEPs, and how our numbers align with other school boards (e.g. higher percentage of autism rates)? B. Vallee responded that we currently sit between approximately 9000-9500 students and approximately 23% of ADSB students have an IEP. It's difficult to compare our numbers with other boards as most do not release exceptionality numbers in their special education plans (in our region, Rainbow DSB also publishes numbers). Our total number of students with an IEP, has historically had a high proportion of Identified students vs. IEP only students.
- B. Vallee also noted that our identification/IEP only numbers over the past two years are almost certainly impacted by COVID-19 (e.g. school closures, postponed IPRCs and assessments). Based on these factors, numbers from last year's 'spring count' were lower than expected. Conversely, with our push to clear the backlog of postponed assessments and IPRCs, numbers in some categories appear to have risen sharply, but it is likely that some of those changes reflects a lower number of assessments/identifications taking place during school closure.
- M. Barbeau asked what is meant by geographic considerations for re-distributing specialized classes/programs? B. Vallee responded that we want to ensure that students can participate in programs as close to home as possible. For example, programs offered at multiple locations (e.g. SLC) should be offered in sites throughout the city, whereas a single-site program would be situated in a central location. While there are always exceptions required for various reasons, re-distribution needs to occur periodically to reduce travel time for students and keep them closer to home.

5. Member Organization Updates

P. Mick– Member at large:

- Nothing to report.

H. Cutler -APH Infant Child Development Program

- Covid-19 still is the focus at APH right now.
- Busy with school transition meetings.
- Parent programs continue online with different time slots available for parents.
- Staff are working virtually and in-person

M. Barbeau -Community Living Algoma

- Community Living Algoma is still focusing on mental health as 40 % of people with intellectual disabilities also demonstrate mental health concerns.
- M. Barbeau inquired how many students with disabilities receive supports for mental health needs? B. Vallee – this is an excellent question. While we do not have exclusionary criteria that would prevent any student (regardless of profile) from seeing a counsellor, this isn't cross-referencing data that we have historically collected. We can find out, but this will require a manual check to determine the number.

- Staff have been doing “drive-bys” trying to connect with clients

S. Kitts North Shore Tribal Council

- Staff are back to working between home/office on rotation.
- Transition meetings underway.
- Preparing for graduation parade. This will be an exciting event as all departments take part. There is a drive-by for each student, as well as a lawn sign and present. Graduation parade occurs for all SK, Gr. 8, Gr.12 and post-secondary students who are graduating this year.

A. Gauthier (Thrive),

- Mostly virtual meetings with families, although some in-person work also occurs
- Have posted for summer students - hoping that summer camps (e.g. YMCA) will be taking place this year with smaller groups and a lot of Covid rules in place

6. Report from the Board (Trustees)

- Land Acknowledgment now occurs at Board meetings.
- Several of our Principals/Vice-principals attended to talk about the professional development opportunities that have taken place for them over the past school year.
- OPSBA update was provided.

7. Report from Administration (B. Vallee)

- **On-site Learning During School Closure:** At present, all schools across Ontario remain on remote learning. However, as was the case during the January pivot, all boards are mandated by the Ministry to provide on-site programming options for students that present with complex special education needs that are unable to benefit from remote learning. Accordingly, we continue to operate self-contained programs (e.g. Community Education, Rockhaven, Structured Learning Classrooms and Practical Learning Classrooms) with individual school sites also offering on-site programming opportunities for students that present with an appropriate learning profile. We currently have about 60 students participating in in-person learning at present. The Ministry continues to collect data on a bi-weekly basis regarding our numbers.
- **Transition Meetings:** K Viita provided an update on the spring transition meetings for incoming kindergarten students. Over the past three weeks, 72 transition meetings have taken place. The spring meeting is an opportunity to connect families, school staff, and external providers. At this point, responsibility for the process shifts from system-based staff to school-based staff, who will plan transition activities and conduct the autumn follow-up meetings.
- **Ongoing SERT Professional Development:** Over the past month, we have continued our weekly meetings with our SERTs. Topics over the past few weeks have included an overview of the *Tiered Approach to Supporting Students*, *Planning for Transitions*, *Speech-Language Development* (including some online strategies using green screen), *Planning for Intervention Groups*, and a review of *Executive Functioning and the use of the Waterfall Charts*
- **Formal Assessments:** While we continue to remain “on-hold” due to the stay-at-home order, we are hoping to be able to do a push during the summer months.
- **Principal’s Meeting:** Our Principal group and our Vice-Principal group have both had meetings over the past month. The Special Education focus for these meetings

included an overview of the tiered approach to supporting students, and a focus on the Transition process/documents as we are in the midst of conducting transition programming for many of our special education students.

- **Summer Programming:** The Ministry has provided information regarding funding for summer programming, including summer learning, summer school, and summer transition programming. Funding for Mental Health supports and services during the summer months has also been provided. We are currently working with our program department to finalize some of our options.
- **PIC Spring Workshops:** The Parent Involvement Committee has sponsored a series of on-line workshops for parents/families. Topics have included a deep dive into Edsby (which is our online communications platform) as well as Mental Health and Resilience during the pandemic.
- **Parent Involvement Committee:** PIC is still looking for a SEAC member to sit on the Parent Involvement Committee. The role of the PIC is to encourage parent involvement board-wide, so it would be great if a SEAC member was able to bring information from SEAC to the PIC, and vice-versa. Any volunteers?

8. Next meeting: June 8th, 2021

- Final meeting of the 2020-2021 school year
- Superintendent Joe Santa Marie has been booked to discuss the 2021-2022 special education budget/funding information
- Final opportunity to review the final draft of the 2021-2022 Special Education Plan. This will be the last chance for input prior to the document going to Trustees for approval at the June 15th Board Meeting.

9. Motion to adjourn: Moved by S. Evans. Seconded by R. Reid.

Meeting adjourned at 1:15 p.m.



B. 1 Director's Report to The Board

Date: 2021 06 15

Subject: **APPROVAL OF POLICIES**

1.1.0 Background

1.1.1 As part of our policy review process, the following policies have been reviewed by trustees, administrative council and appropriate Board personnel and are attached as items:

- 5.01 Pupil Accommodation Review
- 6.36 Equity and Inclusive Education
- 6.45 Parent Involvement Committee (PIC)

1.2.0 Information

1.2.1 The following changes are being recommended:

Policy #	Section	Revision
5.01	5	• Application: • As outlined in Ministry regulations, added: <i>"In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees."</i>
	5	• Appendix B: • Added flowchart outlining the process for an Exemption to the Pupil and School Accommodation Review Process
6.36	6	• Overall: • Updated Policies, Administrative Procedures and Guides: ◦ Updated supporting policies to reflect recent revisions to Safe Schools policies ◦ New Administrative Procedure for Flags ◦ New Guide – Gender Identity and Gender Expression ◦ New Guide – Supporting LGBTQ2S+ Students

B.1 Director's Report To The Board

Date: 2021 06 15

Subject: **APPROVAL OF POLICIES**

1.2.0 Information Continued

6.36	6	• Policy Statement and Rationale: • Changes to be more inclusive of staff and community members, and both learning and working environments – our buildings as worksites for staff • LGBTQ2S+ - there is no one correct acronym, but for consistency, is what we have been using in Student Census/Well-Being Survey reports and in guides currently in development
	6	• Implementation and Action – Overall: • Previously at end – moved to the front
	6	• 1 - Board Policies, Programs, Guidelines and Practices: • Added: <i>"The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions."</i> • Added: <i>"All Board policies and procedures will be reviewed from an equal lens during the regularly scheduled review cycle."</i>
	6	• 2 – Shared and Committed Leadership: • Added: <i>"The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs."</i>
	6	• 3 – School-Community Relationships: • Added: <i>"Schools and the Board will actively engage parents and community partners to create and sustain a positive school climate that supports student achievement and well-being."</i>
	6	• 4 – Inclusive Curriculum and Assessment Practices: • Added: <i>"The Board and schools will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking."</i> • Added: <i>"Staff must provide students and colleagues with authentic and relevant opportunities to learn about diverse histories, cultures and perspectives."</i>

B.1 Director's Report To The Board**Date: 2021 06 15****Subject: APPROVAL OF POLICIES****1.2.0 Information Continued**

6.36		Added: <i>"Students must be able to see themselves represented in the curriculum, programs, learning environment, and culture of the school."</i>
	6	6 – School Climate and Prevention of Discrimination and Harassment: - Added: <i>"...where all members of the school community feel safe, included, welcomed, and accepted."</i> - Added: <i>"Questions on equity and inclusive education will be incorporated into school climate surveys and Board workplace climate surveys."</i>
	6	7 – Professional Learning: - Added: <i>"Working with Board staff, community partner agencies and other education partners,"</i>
	6	8 – Accountability and Transparency: - Added: <i>"board and school improvement data including school climate surveys and board workplace climate surveys."</i>
	6	- Roles and Responsibilities: - Housekeeping throughout - To Superintendents added, and removed from All Board Employees: <i>Coordinate the development of surveys to measure progress towards creating equitable and inclusive environments</i> <i>Coordinate the development of a process through which concerns and issues about discrimination can be identified and resolved</i> - To Principals/Managers, added and removed from All Board Employees: <i>Implement site-based processes in which concerns and issues about discrimination can be identified and resolved</i>
6.45	6	Policy 6.44 School Council Policy was revised. Section 1.22 was extracted and developed into 6.45 PIC Policy.

B.1 Director's Report To The Board

Date: 2021 06 15

Subject: **APPROVAL OF POLICIES**

1.3.0 Recommendations

1.3.1 It is recommended as part of the regular review process, that the Board approve the following policies:

- | | | |
|---------|------|------------------------------------|
| 1.3.1 a | 5.01 | Pupil Accommodation Review |
| 1.3.1 b | 6.36 | Equity and Inclusive Education |
| 1.3.1 c | 6.45 | Parent Involvement Committee (PIC) |

as outlined in the Director's Report of 2021 06 15.

1.4.0 Proposed Resolution

1.4.1 That the Board approve, as part of the regular review process, the following policies:

- | | | |
|---------|------|------------------------------------|
| 1.4.1 a | 5.01 | Pupil Accommodation Review |
| 1.4.1 b | 6.36 | Equity and Inclusive Education |
| 1.4.1 c | 6.45 | Parent Involvement Committee (PIC) |

as outlined in the Director's Report of 2021 06 15.

SECTION 5: SCHOOLS AND STAFFING

Policy 5.01: Pupil Accommodation Review Policy

Supporting Policies

Supporting Procedures

[Pupil Accommodation Review Procedure for Public Delegations](#)

Supporting Protocols and Guidelines

[Accommodation Review Committee Terms of Reference](#)

[Ministry of Education Pupil Accommodation Review Guideline \(Revised April 2018\)](#)

Supporting Templates and Forms

[Public Request Form - Presentation Related to a Pupil Accommodation Review](#)

Other Resources

[Education Act Section 8 \(1\) 26 School Closings; Section 171 \(1\) 7 Power of Boards to Close Schools;](#)

[Sections 194-196 Disposal or Purchase of a School Site](#)

[Ontario Regulation 444/98 Disposition of Surplus Real Property](#)

[Ministry of Education Administrative Review of Accommodation Review Process](#)

[2015:B09 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline](#)

[Appendix A: Pupil Accommodation Review Guideline, April 2018](#)

[Appendix B: Community Planning and Partnerships Guideline, March 2015](#)

[2018: B02 Revised Pupil Accommodation Review Guideline and Community Planning & Partnerships Guideline Updates](#)

Approved by Resolution #236-2012 05 08

Approved by Resolution #040-2016 04 05

Approved by Resolution #023-2020 02 25

1.0 POLICY STATEMENT

- 1.1 The Algoma District School Board's mission is for all learners to see themselves as "confident learners, caring citizens." The Board is committed to providing a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area, servicing a number of community schools. Various factors beyond the control of the Board impact on this commitment. These factors include population shifts, changes in funding models, new legislation, changing educational objectives, community aspirations and the physical limitations and/or aging of buildings.
- 1.2 To maintain its commitment to the judicious use of finite resources, Board personnel monitor and evaluate all schools on a regular basis and study, in detail, schools whose viability may be in question.
- 1.3 Algoma District School Board is aware that changes in any school's student accommodation or other status have an impact beyond the school. The Board therefore

maintains that the detailed study of any school must have a district-wide perspective and include public consultation for input and feedback.

2.0 APPLICATION

- 2.1 This policy applies to schools offering elementary or secondary regular day-school programs.
- 2.2 This policy **does not apply (i.e. Exemptions):**
 - 2.2.1 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
 - 2.2.2 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction;
 - 2.2.3 When a lease is terminated;
 - 2.2.4 When the Board is considering the relocation of a grade or grades or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
 - 2.2.5 When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - 2.2.6 Where a facility has been serving as a holding school in a community whose permanent school is under construction or being repaired; and
 - 2.2.7 Where there are no students enrolled at the school at any time throughout the school year.

3.0 PROCESS

- 3.1 The process of student accommodation review, which may or may not result in a change in student accommodation, shall consist of five stages:
 - i. School Board Long Term Planning
 - ii. Initial Staff Report
 - iii. Community Consultation and Public Meetings
 - iv. School Information Profiles (SIP) Analysis
 - v. Final Staff Report and Decision of the Board of Trustees
- a) **School Board Long Term Planning** - School Boards will undertake long term Capital Plans informed by any relevant information from local municipal governments as well as other community and First Nation partners that expressed an interest prior to an accommodation review. All such relevant information from municipalities and other community partners (i.e. First Nation partners in affected school communities) will be included as part of the initial staff report.
- b) **Initial Staff Report** - Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended

scenario and at least two alternative scenarios to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option. The initial staff report must also include information on actions taken by Board staff prior to establishing a pupil accommodation review process and supporting rationale.

The recommended and alternative options included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- if applicable, the rationale for exempting the school from the Standard PAR process and utilizing the Modified PAR process (see section 10);
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners (i.e. First Nation partners in affected school communities) prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section 5.0) will be made available to the public, as determined in the Board's policy, and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

- c) **Community Consultation and Public Meetings** - The Board must ensure that individuals from the school(s) under review and the broader community are involved to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see section 8);
- Consultation with municipal governments local to the affected school(s) (see section 6);
- Public Meetings (see section 7);
- Public Delegations (see section 8.2);

- d) **School Information Profiles (SIP) Analysis (see section 5)** - Board staff are required to develop **School Information Profiles (SIPs)** as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on the local community

- e) **Final Staff Report and Decision of the Board of Trustees (see section 8)**

- 3.2 Student accommodation review may result in changes to the grades offered in a school; closures; and/or any other practical solutions to overcrowded, underutilized or inadequate school facilities.
- 3.3 In this policy, use of the word “school” shall mean “schools” where more than one school is being considered.
- 3.4 In this policy use of the word “day” shall include all calendar days, but exclude School holidays such as summer vacation, Christmas break and Spring break.
- 3.5 In this policy the term “school board administration” and “Director of Education” shall refer to the Director of Education or designate.

STANDARD ACCOMMODATION REVIEW PROCESS

4.0 Formation of an Accommodation Review Committee (ARC) and Terms of Reference:

4.1 Role

The Board must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The Board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section 6 and 7) to be presented to the Board of Trustees.

4.2 Membership

4.2.1 The membership of the ARC must endeavor to include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

4.2.2 The following shall be invited to be members of the local ARC:

- The chair(s) of the school council(s) of the school(s) under review, or another member of the school council chosen by the council;
- A community member appointed by each of the school council(s) of the school(s) under review;
- A First Nation tuition agreement partner from the affected school community;
- A municipal representative or council member from each of the local municipalities in which the school(s) under review is (are) locally appointed by the Board;
- Where a person, or persons, above declines the invitation to be a member of the local ARC, the Board shall appoint a replacement.

The following composition of the committee will be established where feasible:

- a) The principal of each school under review shall be a member of the local ARC.
- b) A staff member of each school under review shall be a member of the local ARC.
- c) For each secondary school under review, the principal may appoint a senior secondary student as a member of the local ARC.
- d) The Superintendent of Education or a senior Board official shall be a member of the local ARC.
- e) Trustees are not required to serve on ARCs.
- f) The local ARC shall elect a member of the committee to chair the meetings.

4.3 Formation

The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

4.4 Terms of Reference

The Board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the Board's education and accommodation objectives in undertaking the ARC and reflect the Board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the Board's expectations of the roles and responsibilities of the ARC and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

4.5 Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by Board staff. It is recommended that the ARC hold as many working meetings as necessary within the timelines established in their Board's pupil accommodation review policy.

5.0 School Information Profile

- 5.1 School Board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on local community

- 5.2 A School Information Profile (SIP) will be completed by Board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP.

Facility Profile:

- School name and address;
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
- School attendance area (boundary) map including First Nation communities;
- Context map (or air photo) of the school indicating the existing land uses surrounding the school;
- Planning map of the school with zoning, official plan or secondary plan land use designations;
- Size of the school site (acres or hectares);
- Building area (square feet or square metres);
- Number of portable classrooms;
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.);
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.);

- Ten-year history of major facility improvements (item and cost);
- Projected five-year facility renewal needs of school (item and cost);
- Current Facility Condition Index (FCI) with a definition of what the index represents;
- A measure of proximity of the students to their existing school, and the average distance to the school for students;
- Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times);
- School utility costs (totals, per square foot, and per student);
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
- Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free);
- On-the-ground (OTG) capacity and surplus/shortage of pupil place.

Instructional Profile:

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
- Describe the course and program offerings at the school;
- Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, Ojibwe language, Indigenous studies, etc.);
- Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
- Current grade organization of the school (e.g. number of combined grades, etc.).
- Number of out of area students;
- Utilization factor/classroom usage;
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program;
- Current extracurricular activities.

Other School Use Profile:

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery;
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery;
- Availability of before and after school programs or services (e.g. childcare) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery;
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery;
- Description of the school's suitability for facility partnerships.

The Board may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

- 5.3 The Ministry of Education expects the Board to prepare SIPs that are complete and accurate, to the best of the Board's ability, prior to the commencement of a pupil accommodation review. While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

6.0 Consultation with Local Municipal Governments

- 6.1 Within 5 days of the Board of Trustees' approval to undertake a pupil accommodation review, the Board must invite, to a meeting, the affected single and upper-tier municipalities (Mayors, Reeves or equivalents and to CAO or equivalent) as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the Board's initial staff report. This meeting will take place before the first public meeting.
- 6.2 The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected municipalities/partners. School Boards must also notify the Director(s) of Education of their coterminous Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.
- 6.3 The affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting. Otherwise, the School Board will not be required to include this response in the final staff report.
- 6.4 The Board must document its efforts to meet with the affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees. (See Section 8.1.4)

7.0 Public Meetings

- 7.1 Once the Board has received an initial staff report and has approved the initiation of a pupil accommodation review, the Board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

- 7.2 The public meetings are to be announced and advertised publicly by the Board through an appropriate range of media as determined by the Board.
- 7.3 At a minimum, the first public meeting must include the following:
- an overview of the ARC orientation session;
 - the initial staff report with recommended and alternative accommodation options;
 - a presentation of the School Information Profile(s) SIPs.

8.0 Completing the Accommodation Review

8.1 Final Staff Report

At the conclusion of the pupil accommodation review process, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy, and posted on the Board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

Board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

The report will include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School Boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

8.2 Delegations to the Board of Trustees Meeting

Once Board staff submits the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.

After the public delegations, Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

8.3 Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s), or to approve a different outcome.

8.4 Transition Planning

The transition of students is to be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board is expected to establish a separate committee to address the transition for students and staff.

9.0 Timelines of the Standard PAR Process (see Appendix A)

The pupil accommodation review process must comply with the following minimum timelines:

9.1 Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities, other community and First Nation partners that expressed an interest prior to the pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous school Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

The affected municipalities must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in the final report.

9.2 The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included in the first public meeting.

9.3 Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held.

9.4 There must be a minimum period of 60 business days between the first and final public meetings.

9.5 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

9.6 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

9.7 If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.

- 9.8 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

MODIFIED ACCOMMODATION REVIEW PROCESS

- 10.0 In certain circumstances, where the potential pupil accommodation options available are deemed by the Board to be less complex, and do not include one or more schools eligible to receive support from the Ministry's Rural and Northern Education Fund (RNEF), the Board may find it appropriate to undertake a modified pupil accommodation review process.
- 10.1 The conditions for conducting a modified pupil accommodation review process must satisfy condition #1 along with two or more of conditions #2 to #5:
1. exclusion of any RNEF eligible school in the pupil accommodation review; and, either
 2. distance to the nearest available accommodation; or
 3. utilization rate of the facility; or
 4. number of students enrolled at the school; or
 5. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).
- 10.2 The Board may consider additional factors that are defined in the Board's pupil accommodation review policy to qualify for the modified pupil accommodation review process.
- 10.3 Multiple factors may be developed by the Board to appropriately reflect varying conditions across the Board (e.g. urban, rural, elementary panel, secondary panel, etc.).
- 10.4 The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of the Board's pupil accommodation review.

Implementing the Modified Accommodation Review Process

- 10.5 The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the Board's pupil accommodation review policy.
- 10.6 The initial staff report and SIPs must be made available to the public and posted on the Board's website.
- 10.7 A public meeting will be announced and advertised through an appropriate range of media as determined by the Board.
- 10.8 Following the public meeting, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the

Board's policy and posted on the Board's website. However, if a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review. It must also include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

- 10.9 When the Board staff submit the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback through a public delegation to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.
- 10.10 After the public delegation, Board staff will compile feedback from public delegations which will be presented to the Board of Trustees with the final staff report.
- 10.11 The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation (s) of the final staff report, or to approve a different outcome.
- 10.12 The Ministry encourages the Board not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).
- 10.13 A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process (see Appendix A)

The modified pupil accommodation review process must comply with the following minimum timelines:

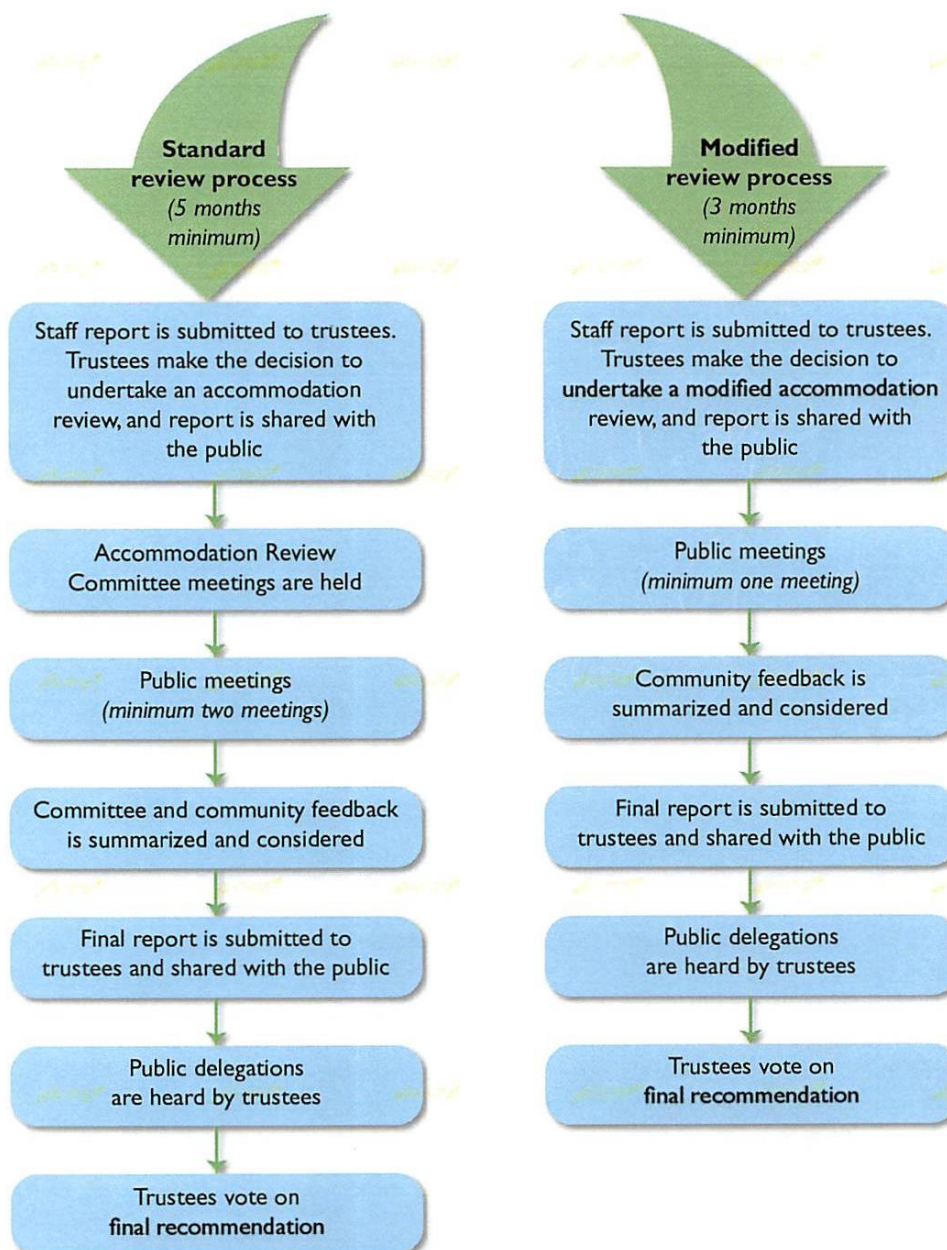
- 10.14 Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities through the Clerks Department (or equivalent), other community and First Nation partners that expressed an interest prior to the modified pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous School Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 10.15 The meeting between the School Board, affected single, lower and upper-tier municipalities and other community and First Nation partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.

- 10.16 The affected single and upper-tier municipalities, as well as other community and First Nation partners that expressed an interest prior to the modified public accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in their final staff report.
- 10.17 The School Board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held.
- 10.18 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 10.19 If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- 10.20 If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 10.21 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 10.22 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

APPENDIX A: TIMELINES: STANDARD AND MODIFIED ACCOMMODATION REVIEW

Action	Standard	Modified	When
Presentation of initial report from Administration to the Board of Trustees	✓	✓	Discretion
Board decision to conduct an Accommodation review	✓	✓	Discretion, at regular meeting of the Board
Notice of Board decision to conduct an accommodation review to parents, guardians, school and broader community	✓	✓	Within five business days of the Board's decision
Formation of Accommodation Review Committee	✓		Prior to first public meeting
Consultation meetings with municipal and community partners	✓	✓	As required, prior to final public accommodation review meeting
Notice of the first public accommodation review meeting to school and broader community	✓	✓	At least 10 business days prior to the meeting
First public accommodation review meeting	✓	✓	No sooner than 40 business days following the Board's decision
Information package prepared for ARC	✓		No later than ARC's first working meeting of the ARC
Working meetings of the ARC	✓		As scheduled by ARC, after the first public meeting, prior to final public meeting
Notice of final public accommodation review meeting school and broader community	✓		At least 10 business days prior to the meeting
Final public accommodation review meeting	✓		No sooner than 60 business days following the first public meeting
Final report from administration posted on website.	✓	✓	No fewer than 10 business days following final public meeting
Meeting for public delegations/input	✓	✓	No fewer than 10 days following presentation of report from administration to SE/SCC
Follow-up meeting to prepare recommendation to Board	✓	✓	No fewer than 10 business days following the SE/SCC meeting for public input
Public Board meeting to determine accommodation recommendations	✓	✓	Regularly scheduled Board meeting held no sooner than 10 business days following the SE/SCC meeting for public delegations, and prior to summer break
NOTE: Additional Public Meeting if School Closure is Introduced in final staff report	✓	✓	No fewer than 20 business days from the posting of the final staff report with no fewer than 10 business days before the public delegations.

Pupil Accommodation Review Processes



SECTION 5: SCHOOLS AND STAFFING

Policy 5.01: Pupil Accommodation Review Policy

Supporting Policies

Supporting Procedures

[Pupil Accommodation Review Procedure for Public Delegations](#)

Supporting Protocols and Guidelines

[Accommodation Review Committee Terms of Reference](#)

[Ministry of Education Pupil Accommodation Review Guideline \(Revised April 2018\)](#)

Supporting Templates and Forms

[Public Request Form - Presentation Related to a Pupil Accommodation Review](#)

Other Resources

[Education Act Section 8 \(1\) 26 School Closings; Section 171 \(1\) 7 Power of Boards to Close Schools;](#)

[Sections 194-196 Disposal or Purchase of a School Site](#)

[Ontario Regulation 444/98 Disposition of Surplus Real Property](#)

[Ministry of Education Administrative Review of Accommodation Review Process](#)

[2015:B09 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline](#)

[2018: B02 Revised Pupil Accommodation Review Guideline and Community Planning & Partnerships Guideline Updates](#)

Approved by Resolution #236-2012 05 08

Approved by Resolution #040-2016 04 05

Approved by Resolution #023-2020 02 25

Approved by Resolution #

1.0 POLICY STATEMENT

- 1.1 The Algoma District School Board's mission is for all learners to see themselves as "confident learners, caring citizens." The Board is committed to providing a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area, servicing a number of community schools. Various factors beyond the control of the Board impact on this commitment. These factors include population shifts, changes in funding models, new legislation, changing educational objectives, community aspirations and the physical limitations and/or aging of buildings.
- 1.2 To maintain its commitment to the judicious use of finite resources, Board personnel monitor and evaluate all schools on a regular basis and study, in detail, schools whose viability may be in question.
- 1.3 Algoma District School Board is aware that changes in any school's student accommodation or other status have an impact beyond the school. The Board therefore maintains that the detailed study of any school must have a district-wide perspective and include public consultation for input and feedback.

2.0 APPLICATION

- 2.1 This policy applies to schools offering elementary or secondary regular day-school programs.
- 2.2 This policy **does not apply (i.e. Exemptions):**
- 2.2.1 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
 - 2.2.2 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction;
 - 2.2.3 When a lease is terminated;
 - 2.2.4 When the Board is considering the relocation of a grade or grades or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
 - 2.2.5 When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - 2.2.6 Where a facility has been serving as a holding school in a community whose permanent school is under construction or being repaired; **and or**
 - 2.2.7 Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees.

Appendix B: Outlines the process to be followed under the Exemptions listed in 2.2.

3.0 PROCESS

- 3.1 The process of student accommodation review, which may or may not result in a change in student accommodation, shall consist of five stages:
- i. School Board Long Term Planning
 - ii. Initial Staff Report
 - iii. Community Consultation and Public Meetings
 - iv. School Information Profiles (SIP) Analysis
 - v. Final Staff Report and Decision of the Board of Trustees
- a) **School Board Long Term Planning** - School Boards will undertake long term Capital Plans informed by any relevant information from local municipal governments as well as other community and First Nation partners that expressed an interest prior to an accommodation review. All such relevant information from municipalities and other community partners (i.e. First Nation partners in affected school communities) will be included as part of the initial staff report.

- b) **Initial Staff Report** - Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option. The initial staff report must also include information on actions taken by Board staff prior to establishing a pupil accommodation review process and supporting rationale.

The recommended and alternative options included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- if applicable, the rationale for exempting the school from the Standard PAR process and utilizing the Modified PAR process (see section 10);
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners (i.e. First Nation partners in affected school communities) prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section 5.0) will be made available to the public, as determined in the Board's policy, and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

- c) **Community Consultation and Public Meetings** - The Board must ensure that individuals from the school(s) under review and the broader community are involved to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:
- Accommodation Review Committee (ARC) (see section 8);
 - Consultation with municipal governments local to the affected school(s) (see section 6);
 - Public Meetings (see section 7);
 - Public Delegations (see section 8.2);

- d) **School Information Profiles (SIP) Analysis (see section 5)** - Board staff are required to develop **School Information Profiles (SIPs)** as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on the local community

- e) **Final Staff Report and Decision of the Board of Trustees (see section 8)**

- 3.2 Student accommodation review may result in changes to the grades offered in a school; closures; and/or any other practical solutions to overcrowded, underutilized or inadequate school facilities.
- 3.3 In this policy, use of the word “school” shall mean “schools” where more than one school is being considered.
- 3.4 In this policy use of the word “day” shall include all calendar days, but exclude School holidays such as summer vacation, Christmas break and Spring break.
- 3.5 In this policy the term “school board administration” and “Director of Education” shall refer to the Director of Education or designate.

STANDARD ACCOMMODATION REVIEW PROCESS

4.0 Formation of an Accommodation Review Committee (ARC) and Terms of Reference:

4.1 Role

The Board must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The Board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section 6 and 7) to be presented to the Board of Trustees.

4.2 Membership

4.2.1 The membership of the ARC must endeavor to include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

4.2.2 The following shall be invited to be members of the local ARC:

- The chair(s) of the school council(s) of the school(s) under review, or another member of the school council chosen by the council;
- A community member appointed by each of the school council(s) of the school(s) under review;
- A First Nation tuition agreement partner from the affected school community;
- A municipal representative or council member from each of the local municipalities in which the school(s) under review is (are) locally appointed by the Board;
- Where a person, or persons, above declines the invitation to be a member of the local ARC, the Board shall appoint a replacement.

The following composition of the committee will be established where feasible:

- a) The principal of each school under review shall be a member of the local ARC.
- b) A staff member of each school under review shall be a member of the local ARC.
- c) For each secondary school under review, the principal may appoint a senior secondary student as a member of the local ARC.
- d) The Superintendent of Education or a senior Board official shall be a member of the local ARC.
- e) Trustees are not required to serve on ARCs.
- f) The local ARC shall elect a member of the committee to chair the meetings.

4.3 Formation

The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

4.4 Terms of Reference

The Board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the Board's education and accommodation objectives in undertaking the ARC and reflect the Board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the Board's expectations of the roles and responsibilities of the ARC and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

4.5 Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by Board staff. It is recommended that the ARC hold as many working meetings as necessary within the timelines established in their Board's pupil accommodation review policy.

5.0 School Information Profile

- 5.1 School Board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on local community

- 5.2 A School Information Profile (SIP) will be completed by Board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP.

Facility Profile:

- School name and address;
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
- School attendance area (boundary) map including First Nation communities;
- Context map (or air photo) of the school indicating the existing land uses surrounding the school;
- Planning map of the school with zoning, official plan or secondary plan land use designations;
- Size of the school site (acres or hectares);
- Building area (square feet or square metres);
- Number of portable classrooms;
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.);
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.);

- Ten-year history of major facility improvements (item and cost);
- Projected five-year facility renewal needs of school (item and cost);
- Current Facility Condition Index (FCI) with a definition of what the index represents;
- A measure of proximity of the students to their existing school, and the average distance to the school for students;
- Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times);
- School utility costs (totals, per square foot, and per student);
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
- Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free);
- On-the-ground (OTG) capacity and surplus/shortage of pupil place.

Instructional Profile:

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
- Describe the course and program offerings at the school;
- Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, Ojibwe language, Indigenous studies, etc.);
- Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
- Current grade organization of the school (e.g. number of combined grades, etc.).
- Number of out of area students;
- Utilization factor/classroom usage;
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program;
- Current extracurricular activities.

Other School Use Profile:

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery;
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery;
- Availability of before and after school programs or services (e.g. childcare) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery;
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery;
- Description of the school's suitability for facility partnerships.

The Board may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

- 5.3 The Ministry of Education expects the Board to prepare SIPs that are complete and accurate, to the best of the Board's ability, prior to the commencement of a pupil accommodation review. While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

6.0 Consultation with Local Municipal Governments

- 6.1 Within 5 days of the Board of Trustees' approval to undertake a pupil accommodation review, the Board must invite, to a meeting, the affected single and upper-tier municipalities (Mayors, Reeves or equivalents and to CAO or equivalent) as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the Board's initial staff report. This meeting will take place before the first public meeting.
- 6.2 The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected municipalities/partners. School Boards must also notify the Director(s) of Education of their coterminous Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.
- 6.3 The affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting. Otherwise, the School Board will not be required to include this response in the final staff report.
- 6.4 The Board must document its efforts to meet with the affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees. (See Section 8.1.4)

7.0 Public Meetings

- 7.1 Once the Board has received an initial staff report and has approved the initiation of a pupil accommodation review, the Board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 7.2 The public meetings are to be announced and advertised publicly by the Board through an appropriate range of media as determined by the Board.
- 7.3 At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended and alternative accommodation options;
- a presentation of the School Information Profile(s) SIPs.

8.0 Completing the Accommodation Review

8.1 Final Staff Report

At the conclusion of the pupil accommodation review process, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy, and posted on the Board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

Board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

The report will include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School Boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

8.2 Delegations to the Board of Trustees Meeting

Once Board staff submits the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.

After the public delegations, Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

8.3 Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s), or to approve a different outcome.

8.4 Transition Planning

The transition of students is to be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board is expected to establish a separate committee to address the transition for students and staff.

9.0 Timelines of the Standard PAR Process (see Appendix A)

The pupil accommodation review process must comply with the following minimum timelines:

- 9.1 Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities, other community and First Nation partners that expressed an interest prior to the pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous school Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

The affected municipalities must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in the final report.

- 9.2 The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included in the first public meeting.
- 9.3 Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held.
- 9.4 There must be a minimum period of 60 business days between the first and final public meetings.
- 9.5 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 9.6 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 9.7 If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 9.8 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

MODIFIED ACCOMMODATION REVIEW PROCESS

- 10.0 In certain circumstances, where the potential pupil accommodation options available are deemed by the Board to be less complex, and do not include one or more schools eligible to receive support from the Ministry's Rural and Northern Education Fund (RNEF), the Board may find it appropriate to undertake a modified pupil accommodation review process.
- 10.1 The conditions for conducting a modified pupil accommodation review process must satisfy condition #1 along with two or more of conditions #2 to #5:
1. exclusion of any RNEF eligible school in the pupil accommodation review; and, either
 2. distance to the nearest available accommodation; or
 3. utilization rate of the facility; or
 4. number of students enrolled at the school; or
 5. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).
- 10.2 The Board may consider additional factors that are defined in the Board's pupil accommodation review policy to qualify for the modified pupil accommodation review process.
- 10.3 Multiple factors may be developed by the Board to appropriately reflect varying conditions across the Board (e.g. urban, rural, elementary panel, secondary panel, etc.).
- 10.4 The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of the Board's pupil accommodation review.

Implementing the Modified Accommodation Review Process

- 10.5 The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the Board's pupil accommodation review policy.
- 10.6 The initial staff report and SIPs must be made available to the public and posted on the Board's website.
- 10.7 A public meeting will be announced and advertised through an appropriate range of media as determined by the Board.
- 10.8 Following the public meeting, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy and posted on the Board's website. However, if a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. The final staff report must

include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review. It must also include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

- 10.9 When the Board staff submit the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback through a public delegation to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.
- 10.10 After the public delegation, Board staff will compile feedback from public delegations which will be presented to the Board of Trustees with the final staff report.
- 10.11 The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation (s) of the final staff report, or to approve a different outcome.
- 10.12 The Ministry encourages the Board not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).
- 10.13 A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process (see Appendix A)

The modified pupil accommodation review process must comply with the following minimum timelines:

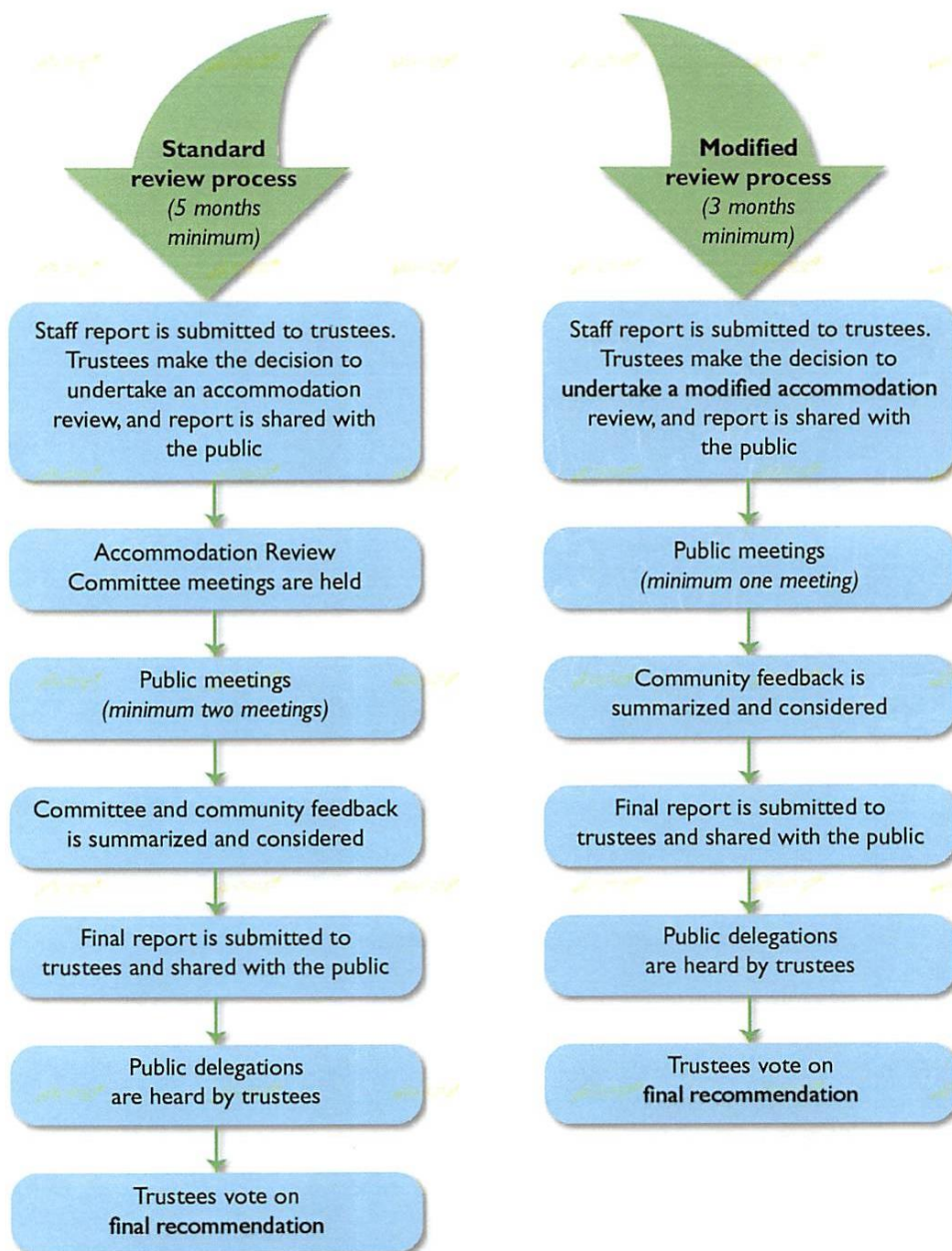
- 10.14 Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities through the Clerks Department (or equivalent), other community and First Nation partners that expressed an interest prior to the modified pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous School Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 10.15 The meeting between the School Board, affected single, lower and upper-tier municipalities and other community and First Nation partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.
- 10.16 The affected single and upper-tier municipalities, as well as other community and First Nation partners that expressed an interest prior to the modified public accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in their final staff report.

- 10.17 The School Board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held.
- 10.18 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 10.19 If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- 10.20 If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 10.21 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 10.22 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

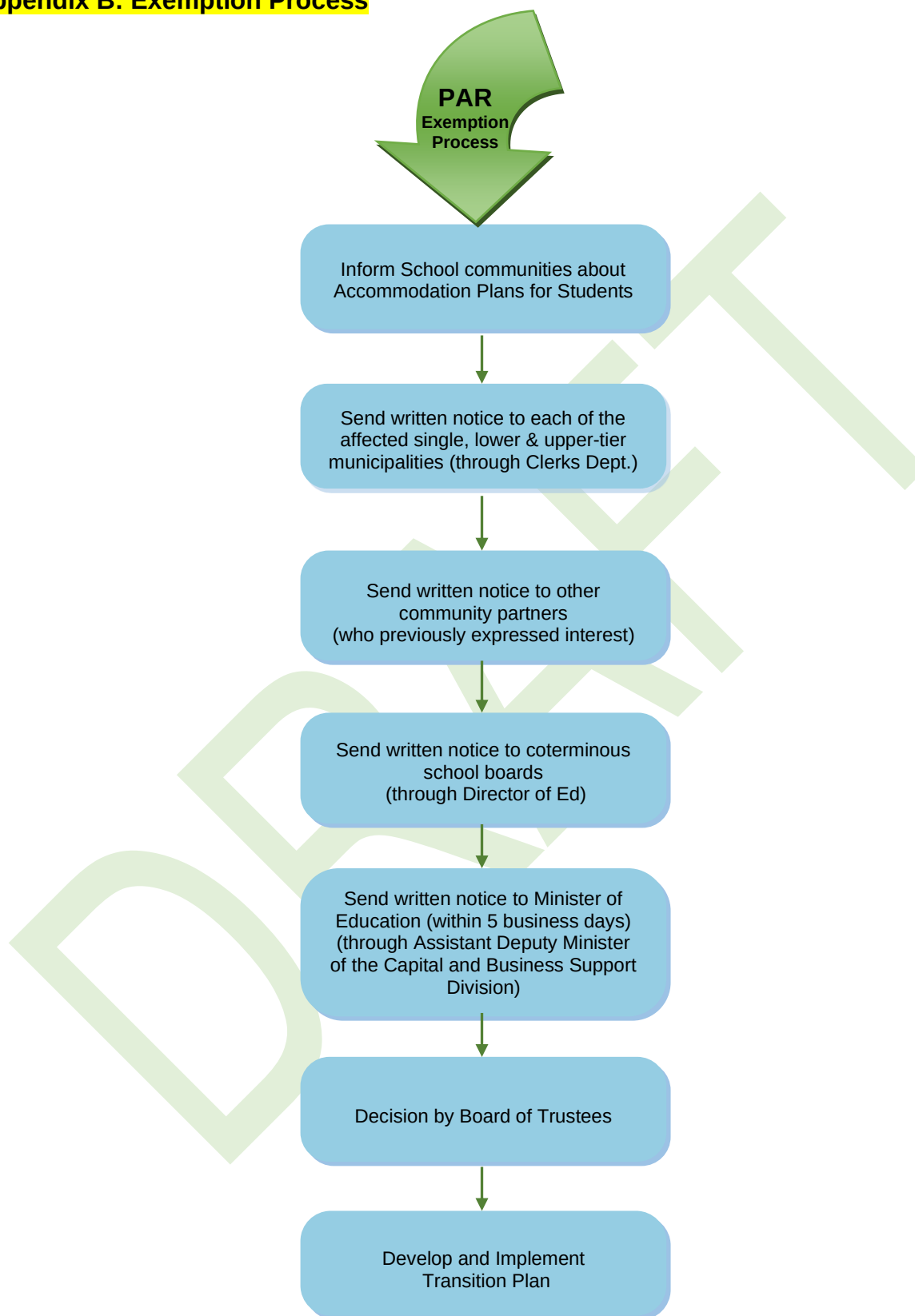
APPENDIX A: TIMELINES: STANDARD AND MODIFIED ACCOMMODATION REVIEW

Action	Standard	Modified	When
Presentation of initial report from Administration to the Board of Trustees	✓	✓	Discretion
Board decision to conduct an Accommodation review	✓	✓	Discretion, at regular meeting of the Board
Notice of Board decision to conduct an accommodation review to parents, guardians, school and broader community	✓	✓	Within five business days of the Board's decision
Formation of Accommodation Review Committee	✓		Prior to first public meeting
Consultation meetings with municipal and community partners	✓	✓	As required, prior to final public accommodation review meeting
Notice of the first public accommodation review meeting to school and broader community	✓	✓	At least 10 business days prior to the meeting
First public accommodation review meeting	✓	✓	No sooner than 40 business days following the Board's decision
Information package prepared for ARC	✓		No later than ARC's first working meeting of the ARC
Working meetings of the ARC	✓		As scheduled by ARC, after the first public meeting, prior to final public meeting
Notice of final public accommodation review meeting school and broader community	✓		At least 10 business days prior to the meeting
Final public accommodation review meeting	✓		No sooner than 60 business days following the first public meeting
Final report from administration posted on website.	✓	✓	No fewer than 10 business days following final public meeting
Meeting for public delegations/input	✓	✓	No fewer than 10 days following presentation of report from administration to SE/SCC
Follow-up meeting to prepare recommendation to Board	✓	✓	No fewer than 10 business days following the SE/SCC meeting for public input
Public Board meeting to determine accommodation recommendations	✓	✓	Regularly scheduled Board meeting held no sooner than 10 business days following the SE/SCC meeting for public delegations, and prior to summer break
NOTE: Additional Public Meeting if School Closure is Introduced in final staff report	✓	✓	No fewer than 20 business days from the posting of the final staff report with no fewer than 10 business days before the public delegations.

Pupil Accommodation Review Processes



Appendix B: Exemption Process



SECTION 6: OPERATIONS

Policy 6.36: Equity and Inclusive Education Policy

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Safe Schools Policy](#)

[6.49.01 Board Code of Conduct Policy for Safe Schools](#)

[6.49.02 Progressive Discipline Including Suspension and Expulsion](#)

[6.49.03 Bullying Prevention and Intervention](#)

Supporting Procedures

[Religious Accommodations](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools](#)

[Ontario Human Rights Code](#)

[Bill 157 Keeping our Kids Safe at School](#)

[Bill 13 Accepting Schools Act 2012](#)

Approved by Resolution #154-1998 06 23

Revised by Resolution #125-2010 10 05

Revised by Resolution #089-2014 05 27

POLICY STATEMENT

The Algoma District School Board is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education.

RATIONALE

The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who service the system.

All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success and students will only reach their full potential in an environment where they feel secure and accepted. Students need to be equipped with the knowledge, skills, attitude and values to engage others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTTIQ (lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer and questioning) people.

The Board upholds the principles of respect for human rights and fundamental freedoms.

ROLES AND RESPONSIBILITIES

Trustees are responsible for:

- reviewing and amending all policies through an equity and inclusivity lens

The Director is responsible for:

- providing leadership to ensure a collaborative system based process in the development, implementation and review of all Board practices through an equity and inclusivity lens

Superintendents are responsible for:

- implementing policies, procedures and practices that are equitable and inclusive

Principal/Managers are responsible for:

- developing and implementing strategies to engage students, parents and the broader community actively in the review, development, and implementation of initiatives to support and promote equity and inclusive policies
- implementing Board equity and inclusivity policies, programs and action plans that reflect the needs of their diverse school communities

All Board employees are responsible for:

- fostering a commitment to equity of outcomes
- using inclusive and respectful language and approaches in all interactions
- demonstrating a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways

- working to provide materials and activities that represent the diversity, values, backgrounds, and experiences of all
- communicating and working effectively with everyone
- modeling the equity and inclusive education values and vision of the school, department and board
- working to develop a process through which concerns and issues about discrimination can be identified and resolved
- working to develop a survey to measure progress towards creating an equitable and inclusive environment
- using “learning moments” to address non-inclusive, disrespectful, or discriminatory behaviours
- encouraging leadership in establishing and monitoring guidelines for achieving inclusive environments
- understanding that equity and inclusive principles apply to everyone
- assuming responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles

IMPLEMENTATION

Guidelines for Policy Development and Implementation, [Ontario’s Equity and Inclusive Education Strategy](#) and [Policy/Program Memorandum No. 119 \(2009\) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”](#) identify eight areas of focus for implementing equity and inclusive education:

1. Board Policies, Programs, Guidelines and Practices

The Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the [Ontario Human Rights Code](#).

2. Shared and Committed Leadership

The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs.

3. School-Community Relationships

The Board will maintain and enhance collaborative relationship with diverse communities so that the perspectives and experiences of students, families and employees are recognized.

4. Inclusive Curriculum and Assessment Practices

The Board is committed to an inclusive curriculum and will continue to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential.

5. Religious Accommodation

The Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to staff and students.

6. School Climate and Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from discrimination and harassment.

7. Professional Learning

The Board will continue to provide administrators, staff and students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the [Ontario Human Rights Code](#).

8. Accountability and Transparency

The Board will continue to assess and monitor board Progress in implementing the [Equity and Inclusive Education Strategy](#), by reviewing Board



SECTION 6: OPERATIONS

Policy 6.36: Equity and Inclusive Education Policy

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Board Code of Conduct Safe Schools Policy](#)

[6.49.01 Safe Schools Policy Board Code of Conduct Policy for Safe Schools](#)

[6.49.02 Progressive Discipline Policy for Students Including Suspension and Expulsion](#)

[6.49.03 Bullying Prevention and Intervention Policy for Students](#)

Supporting Procedures

[Religious Accommodations](#)

Supporting Protocols and Guidelines

[ADSB Guideline for Supporting Trans and Gender Diverse Students](#)

Supporting Templates and Forms

Other Resources

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools \(2013\)](#)

[Ontario Human Rights Code](#)

[Bill 157 Keeping our Kids Safe at School](#)

[Bill 13 Accepting Schools Act 2012](#)

Approved by Resolution #154-1998 06 23

Revised by Resolution #125-2010 10 05

Revised by Resolution #089-2014 05 27

Revised by Resolution #

POLICY STATEMENT

The Algoma District School Board is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education [and working/learning environments](#).

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RATIONALE

The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who service the system.

All students, staff and community members ~~should-ought to~~ feel safe at school and ADSB worksites and deserve a positive ~~school~~ climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

A healthy, safe and inclusive learning and working environment where all students and staff feel accepted is a necessary condition for ~~student~~ success and students will only reach their full potential in an environment where they feel secure and accepted. Students and staff need to be equipped with the knowledge, skills, attitude and values to engage others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTQ2S+LGBTTFIQ (lesbian, gay, bisexual, transgender, ~~or transsexual, queer or questioning, two-spirited, intersex, queer and questioning~~) people.

The Board upholds the principles of respect for human rights and fundamental freedoms.

IMPLEMENTATION & ACTION

Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2013) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" identify eight areas of focus for implementing equity and inclusive education:

1. Board Policies, Programs, Guidelines and Practices

The Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code. The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions. All Board policies and procedures will be reviewed from an equity lens during the regularly scheduled review cycle.

2. Shared and Committed Leadership

The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs. Board and school leaders



will promote the development of collaborative learning and working environments in which participants share a commitment to equity and inclusive education principles and practices.

3. School-Community Relationships

Schools and the Board will actively engage parents and community partners to create and sustain a positive school climate that supports student achievement and well-being. The Board will maintain and enhance collaborative relationships with diverse communities so that the perspectives and experiences of students, families and employees are recognized.

4. Inclusive Curriculum and Assessment Practices

The Board is committed to an inclusive curriculum and will continue to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential. The Board and schools will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking. Staff must provide students and colleagues with authentic and relevant opportunities to learn about diverse histories, cultures and perspectives. Students must be able to see themselves represented in the curriculum, programs, learning environment, and culture of the school.

5. Religious Accommodation

The Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to staff and students.

6. School Climate and Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within the Board and its school communities is entitled to a respectful, positive school climate and learning/working environment, free from discrimination and harassment, where all members of the school community feel safe, included, welcomed, and accepted. Questions on equity and inclusive education will be incorporated into school climate surveys and Board workplace climate surveys.

7. Professional Learning

Working with Board staff, community partner agencies and other education partners, the Board will continue to provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour to identify and eliminate discriminatory biases and systemic barriers under the Ontario Human Rights Code.



8. Accountability and Transparency

The Board will continue to assess and monitor its progress in implementing the Equity and Inclusive Education Strategy, by reviewing board and school improvement data including school climate surveys and board workplace climate surveys.

ROLES AND RESPONSIBILITIES

Trustees ~~are responsible for~~ will:

- reviewing and amending all policies through an equity and inclusivity lens.

The Director ~~is responsible for~~ will:

- providing leadership to ensure a collaborative system-based process in the development, implementation and review of all Board practices through an equity and inclusivity lens.

Superintendents ~~are responsible for~~ will:

- implementing policies, procedures and practices that are equitable and inclusive.
- coordinate the development of surveys to measure progress towards creating equitable and inclusive environments
- coordinate the development of a process through which concerns and issues about discrimination can be identified and resolved.

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Principal/Managers ~~are responsible for~~ will:

- developing and implementing strategies to engage students, parents and the broader community actively in the review, development, and implementation of initiatives to support and promote equity and inclusive policies
- implementing Board equity and inclusivity policies, programs and action plans that reflect the needs of their diverse school communities
- implement site-based processes in which concerns and issues about discrimination can be identified and resolved

All Board employees ~~are responsible for~~ will:

- fostering a commitment to equity of outcomes



- using inclusive and respectful language and approaches in all interactions
- demonstrating a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways
- working to provide materials and activities that represent the diversity, values, backgrounds, and experiences of all
- communicating and working effectively with everyone
- modeling the equity and inclusive education values and vision of the school, department and board
- ~~working to develop a process through which concerns and issues about discrimination can be identified and resolved~~
- ~~working to develop a survey to measure progress towards creating an equitable and inclusive environment~~
- using “learning moments” to address non-inclusive, disrespectful, or discriminatory behaviours
- ~~supporting~~encouraging leadership in establishing and monitoring guidelines for achieving inclusive environments
- understanding that equity and inclusive principles apply to everyone
- assuming responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles.

IMPLEMENTATION

~~Guidelines for Policy Development and Implementation, Ontario’s Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools” identify eight areas of focus for implementing equity and inclusive education:~~

~~1. Board Policies, Programs, Guidelines and Practices~~

~~The Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.~~

~~2. Shared and Committed Leadership~~

~~The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs.~~



~~3. School-Community Relationships~~

~~The Board will maintain and enhance collaborative relationship with diverse communities so that the perspectives and experiences of students, families and employees are recognized.~~

~~4. Inclusive Curriculum and Assessment Practices~~

~~The Board is committed to an inclusive curriculum and will continue to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential.~~

~~5. Religious Accommodation~~

~~The Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to staff and students.~~

~~6. School Climate and Prevention of Discrimination and Harassment~~

~~The Board is committed to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from discrimination and harassment.~~

~~7. Professional Learning~~

~~The Board will continue to provide administrators, staff and students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Ontario Human Rights Code.~~

~~8. Accountability and Transparency~~

~~The Board will continue to assess and monitor board Progress in implementing the Equity and Inclusive Education Strategy, by reviewing Board~~

SECTION 6: OPERATIONS

Policy 6.45: Parent Involvement Committee (PIC) Policy

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Regulation 612/00](#)

[A Practical Handbook for Parent Involvement Committee Members \(Ministry of Education, 2012\)](#)

Approved by Resolution #

Mandate:

As per Ontario Regulation 612/00, an Algoma District School Board Parent Involvement Committee (PIC) shall be established, whose mandate shall be to:

- support, encourage and enhance meaningful parent engagement, at the board level, to improve student achievement and well-being;
- provide information and advice to the board on parent engagement;
- communicate with and support school councils;
- undertake activities to help parents support their children's learning at home and at school.

Responsibilities:

The Parent Involvement Committee, or PIC, establishes a direct link between parents and the director of education and the board of trustees. Responsibilities of the PIC shall be:

- to develop strategies and initiatives that the board and the board's director could use to communicate effectively with parents and to engage parents in support of their children's learning at home and at school, and to advise on the use of these strategies;
- to communicate information from the ministry to school councils and parents;
- to determine, in consultation with the director of education, how ministry funding, if any, for parent engagement initiatives is to be allocated;
- to work with school councils to:
 - share effective practices to help engage parents in their children's learning, identify and reduce barriers to parent engagement, and help to ensure that schools are welcoming to parents;
 - support initiatives that help build knowledge and skills that will assist the PIC and school councils of the board with their work.

Composition:

The Parent Involvement Committee shall be comprised of:

- the director of education or superintendent designate (non-voting)
- a trustee (non-voting)
- parent members (voting) who must be the parent of a pupil enrolled in a school of the board that established the PIC (Note: employees of the board may serve as a parent member and must inform the committee of their employment at the first meeting they attend)
- up to three community members (voting). (Note: A community member cannot be a board member or an employee of the board that the PIC serves)

The majority of PIC members must be parents and PIC parents may be selected by appointment or election (subject to the by-laws of the PIC). The regulation does not stipulate the number of parent members; however, efforts are to be made to have representation from all regions of the board and to reflect the diversity of the parent population.

The PIC may include some or all of the following board staff, who are non-voting members and who are appointed by the board:

- one elementary school principal
- one secondary school principal
- one elementary teacher, other than a principal or vice-principal
- one secondary teacher, other than a principal or vice-principal
- one board employee, other than a principal, vice-principal or teacher.

New PIC members must be selected by November 15 each year and before the first PIC meeting of the school year.

Meetings:

The PIC shall meet at least four times during the school year.

Meetings are to be open to the public, held in a location that is accessible to the public (or by electronic or telephonic means) and advertised, so that those who have an interest in matters before the PIC can attend. The Board shall provide the facilities necessary for the proper functioning of the committee and shall make reasonable efforts to enable members to participate fully in meetings.

The chair will be required to reschedule the meeting if any one of the following occurs:

- parents are not the majority of members present
- the director of education (or designate) is not present
- the trustee (or designate) is not present.

By-laws:

The PIC is required to develop a set of mandatory by-laws that governs its affairs. Mandatory by-laws are outlined in the Regulation and in the Ministry's document, "Making a Difference," which is a practical handbook for PIC members. The PIC may also make by-laws to permit the election of other officers, such as a treasurer and/or secretary.

Terms of Office:

The term of office for parent members shall be either one or two years. Parent members are eligible for reselection at the end of the term, provided that the member continues to have a child enrolled in a school of the board. The PIC will develop a process to provide continuity through the staggering of terms of membership. In its by-laws, the committee will establish the number of one- and two-year terms for parent members and terms for community members and board staff representatives.

Remuneration:

No PIC member will receive remuneration for serving as a member of the committee. Ministry funds must not be used to cover any part of the salary of any person sitting on this committee or associated with this committee in any way. This does not preclude the possible payment of a trustee honorarium, as set out in section 191 of the Education Act or the salary of board employees.

The Algoma District School Board shall reimburse members and officers of the PIC for expenses they incur as a member or officer of the PIC, as approved in advance, by the Board and in accordance with approved Board policies and/or procedures.

Minutes and Financial Records:

The PIC must keep minutes of all its meetings and records of its financial transactions. The minutes are to be posted on the board's website and sent electronically to each school council in the board.

Annual Summary of Activities:

The PIC shall demonstrate its accountability through the annual submission, to the chair of the board and the board's director of education, of a written summary of its activities and a record of how funding from the ministry to support the activities of the PIC was spent. The director will ensure the summary is posted on the website of the board and that a copy is provided to each school council in the board.



B. DIRECTOR'S REPORT TO THE BOARD

DATE: 2021 06 15

SUBJECT: **ALGOMA DISTRICT SCHOOL BOARD SPECIAL EDUCATION PLAN FOR 2021-2022**

2.1.0 Background

- 2.1.1 In accordance with Regulation 306 "Special Education Programs and Services" and the policy document entitled "Standards for School Boards' Special Education Plans, 2000, each school board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.
- 2.1.2 Changes have been made to Regulation 306, therefore, School Boards are required to report amendments only.
- 2.1.3 The Special Education Plan must be reviewed by the Special Education Advisory Committee (S.E.A.C.).
- 2.1.4 The Board is also required to post information on the Board website to advise the public on how they may access the plan.

2.2.0 Information

- 2.2.1 The Special Education Plan with amendments has been prepared by the Special Education Department. The Special Education Plan is included as a separate document.
- 2.2.2 The Special Education Plan with proposed amendments was reviewed by S.E.A.C. members on May 18th, and June 8th, 2021. Trustee Evans and Trustee Reid were in attendance.

2.3.0 Recommendation

- 2.3.1 It is recommended that the Board approve the Special Education Plan for 2021–2022 as contained in the Director's Report to the Board of 2021 06 15.

2.4.0 Proposed Resolution

- 2.4.1 That the Board approve the Special Education Plan for 2021-2022 as contained in the Director's Report to the Board of 2021 06 15.

Special Education Plan 2021-2022



*Confident learners,
caring citizens.*

Algoma District School Board

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Special Education Plan 2021-2022

The Algoma District School Board recognizes that the approach to meet each student's needs must complement and support the vision and goals of the school, family and community. While supporting the inclusion and integration of the exceptional student into the regular classroom is the first choice for many of our families, and always offered by the ADSB, we recognize that the unique qualities and diverse needs of each student require a broad range of special education programs and services.

The Algoma District School Board Special Education Plan 2021-2022 meets the Standards for School Board Plans established under Regulation 306 of the Education Act and establishes programs and services that are consistent with the provincial funding model. Reflected in the Special Education Plan 2021-2022 are adjustments based on stakeholder input.

As always, our goal is to provide the programs and services necessary to support our students in becoming confident learners and caring citizens!

Lucia Reece
Director of Education
Algoma District School Board

ADSB Mission, Vision and Values



Mission

Confident learners, caring citizens.

Vision

In partnership with our stakeholders, the Algoma District School Board will create a collaborative learning community where all flourish as confident learners who see themselves as capable, self-directed and open to learning and as caring citizens who value good character and contribute positively to our communities.

Values

We are guided by

- ADSB character traits
- Lifelong learning
- Empathy
- Ethical relationships
- Equity and inclusion
- Accountability

Model for Special Education

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we recognize that some of the families we serve may prefer, when appropriate, to access a specialized classroom or program to enhance the achievement and well-being of their learners. This model of special education program and service delivery provides a seamless approach to serving students with special education needs from entry into Kindergarten through to graduation from the school system.

Our approach to special education is guided by the following principles:

- All students can succeed
- All students have their own unique needs and patterns of learning
- On-going assessment and evaluation are the basis of effective instruction
- Successful instructional practices are founded on evidence-based research, informed by experience
- Programming decisions need to be collaborative and consultative
- A range of programs and services will be available from entry in Kindergarten through graduation
- Inclusion of students into their home school and age-appropriate classroom is the preferred practice
- Fairness is not sameness

The Algoma District School Board Special Education Plan outlines our delivery model for the provision of special education programs and services. This plan complies with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Freedom of Information Act, the Education Act and regulations made under the Act, and other relevant legislation.

Definitions

Exceptional Pupil: The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.”

Special Education Program: A Special Education Program for an exceptional pupil is an educational program that is based on and modified by the results of continuous

assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education Services: Special Education Services are facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program

Consultation Process

The Special Education Department consults with stakeholder groups in many different ways throughout the school year. Regular meetings are held with parents, service agencies, parents, pre-school services, and the Special Education Advisory Committee (SEAC) to discuss available programs and services.

Special Education Advisory Committee (SEAC)

The Algoma District School Board SEAC meets on a regular basis to share information and provide input regarding programs and services, initiatives, and ongoing professional development related to special education in the ADSB. Input is regularly provided at these monthly meetings to address issues and concerns related to special education locally and provincially.

Each year, the SEAC of the Algoma District School Board has the opportunity to provide input into the development of the Special Education Plan and reviews finance and budgetary information regarding special education programs and services.

There were no minority/majority reports submitted by the Special Education Advisory Committee for the 2020-2021 school year.

Parent(s)/Guardian(s)

Parent(s)/guardian(s) are valued partners in the education of all students. There are many methods available for parents to communicate with ADSB staff about suggestions, information, comments or concerns. These may include:

1. contact with the classroom teacher, Special Education Resource Teacher, Principal, Special Education Department staff, System Administrator for Special Education and/or the Superintendent of Education;
2. contact through community agencies and service providers, including SEAC members;
3. providing a response to the Parent/Guardian Survey distributed as part of the Special Education Plan review process;

4. participation in School Councils, the Parent Involvement Committee, and/or other committees (e.g. Well-Being); and
5. case conferences at the school level.

Principals/Vice-Principals

Elementary and Secondary Principals have opportunities to provide input regarding special education programs and services through monthly meetings. Vice-Principals participate in quarterly meetings. Special Education topics and discussions are a regular part of the agenda for these meetings.

Special Education Resource Teachers (SERTs)

SERTs provide input to the Special Education Department through on-going contact with Special Education Department staff, as well as regular meetings with SERTs from other schools. The purpose of these meetings is: to discuss operational issues; to solicit input regarding ways to improve/enhance processes and practices; to provide suggestions with respect to special education programs and services; and to participate in ongoing professional development.

Special Education Classroom/Program Teachers

Teachers of specialized classes and programs meet periodically (approximately 5-6 times per year) to discuss programs and services relevant to the needs of their students and participate in ongoing professional development. These meetings often result in recommendations being put forth to the Special Education Department.

Board Improvement Plan for Student Achievement (BIPSA)

Designated staff from the Special Education Department participate in the on-going review and development of the Board Improvement Plan for Student Achievement to support alignment with special education programs and services.

Budget Consultation Process

Each year, the Algoma District School Board consults with the SEAC on the special education budget. The SEAC reviews this plan, although there is often limited time between the release of funding information from the Ministry of Education to school boards, deadlines for establishment of the board budget, and review by the SEAC. These timelines continue to be problematic.

Funding issues are a topic of conversation at many SEAC meetings and our members are well-informed about the process. The Algoma District School Board currently spends well beyond the funding provided by the Special Education Grant to support our core needs. This often requires the use of funds from other envelopes to address the shortfall.

During budget discussions, the components of the Special Education Grant are reviewed. These components include:

Special Education Per Pupil Amount (SEPPA) allocated to school boards on the basis of total enrollment.

Differentiated Special Needs Amount (DSENA) uses three components – The *Special Education Statistical Prediction Model*, the *Measures of Variability*, and a *Base Amount for Collaboration and Integration* – to address variation among boards with respect to their population of students with special needs and the school board's ability to meet their needs.

Specialized Equipment Amount (SEA) components, including the SEA Per-Pupil amount designated for computer technology and the SEA Claims-Based amount for specialized equipment.

Special Incidence Portion (SIP) is based on claims submitted by school boards to support students with extraordinarily high health and/or safety needs.

Education and Community Partnership Program Amount (formerly CTCC) supports the provision of education programs to school-aged children in care, treatment, custody and/or correctional facilities.

Behaviour Expertise Amount (BEA) to support expertise in Applied Behaviour Analysis.

2021-2022 Estimates
**COMPARISON OF COSTS VS. REVENUE - SPECIAL EDUCATION
ONLY**

		2020-21 Estimates		
		Bd. Calc Spec Ed Funding	Bd. Calc Spec Ed Costs	Difference () = Short
	(A)	(B)	(C)	(D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	9,314,774	9,566,550	(251,776)
2	Supply Teachers	533,958	566,257	(32,299)
3	Teacher Assistants	10,221,022	9,974,673	(246,349)
4	Early Childhood Educators	-	-	-
5	Textbooks & Classroom Supplies	332,039	348,848	(16,809)
6	Computers	-	-	-
7	Profs. & Para-prof	602,191	606,298	(4,107)
8	Library & Guidance	-	-	-
9	Staff Dev	39,019	43,000	(3,961)
10	Sub-total	21,043,003	21,105,626	(62,623)
	NON-CLASSROOM			
11	Coordinators/Consultants	571,499	616,277	(44,778)
12	Princ. & VP's	403,246	477,010	(73,764)
13	Dept. Head	-	-	-
14	School Secretaries	86,218	86,779	(561)
15	Cont Ed (incl. Int Lang/Sum. Schl)	-	-	-
16	Trustees	-	-	-
17	Director & SO's	-	-	-
18	Board Administration	-	-	-
19	Transportation	700,000	700,000	-
20	School Operations	-	-	-
21	School Renewal	-	-	-
22	New Pupil Places	-	-	-
23	Direct Capital & Debt	-	-	-
24	Sub-total	1,760,963	1,880,066	(119,103)
25	TOTAL BUDGET	22,803,966	22,985,692	(181,726)

Roles and Responsibilities in Special Education

(Taken from Appendix A, Standards For School Boards' Special Education Plans)

The Ministry of Education has been redefining roles and responsibilities in elementary and secondary education in legislative and policy framework, funding, school system management and programs and curriculum.

The Ministry of Education Roles and Responsibilities:

- 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 (SEACs);
- 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 Algoma District School Board Roles and Responsibilities:

- 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 Minister 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 meetings to identify exceptional pupils and determine appropriate placements for them;
- Establishes a Special Education Advisory Committee;
- Provides professional development to staff on special education.

The Special Education Advisory Committee (SEAC) Roles and Responsibilities:

- 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 parents, as requested.

The School Principal Roles and Responsibilities:

- 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 meeting, 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 the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained;
- Within allotted time frame (30 school days from beginning of the school year).

The Teacher Roles and Responsibilities:

- 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 either the regular class or congregated class setting, as outlined in the IEP;
- Communicates the student's progress with reference to the IEP and provides modifications and/or accommodations as appropriate to the program and as necessary;
- Assists in providing educational assessments for exceptional pupils.

The Parent/Guardian Roles and Responsibilities:

- Becomes familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRC meetings, 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 Roles and Responsibilities:

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- Complies with Board policies and procedures;

- Participates in IPRC meetings, parent-teacher conferences, and other activities as appropriate to age and circumstances.

Identification of Special Needs

The Algoma District School Board has practices in place as part of a continuous assessment and program planning process that may be initiated as a child prepares to enroll in school, or at any point during a child's school career.

The Algoma District School Board supports the Ministry documents, *"Education for All"*, and *"Learning for All"* which have been written to assist teachers in helping all of Ontario's students learn.

Kindergarten Program– Early Identification

This process begins during the registration process and includes a conversation with parents to learn more about their child, including strengths and interests, any concerns that the parent might have about the child's development, and strategies that the school might use to support a successful transition to the Kindergarten program.

For students already identified with special needs prior to kindergarten registration, a more formal transition process is in place. This process includes an initial "awareness" meeting between the Board and the community partner/agency early in the calendar year, followed by a formal transition meeting with school-based personnel in the spring, and a follow-up meeting after beginning school in the fall. Opportunities are also provided for school personnel to visit the child-care setting during the spring months. Further case conferences may be held throughout the year as needed.

A Phonological Awareness Assessment and Language Screening tool is included as part of the Kindergarten assessment process. Students whose profiles suggest specific learning difficulties are referred to the In-School Education Team. Parents are consulted whenever a concern requires classroom or home support.

Process for Accessing Special Education Programs/Services

When a concern is brought forward from the school or to the school, special education begins. The following steps (available in the Parent's Guide) may be helpful in providing an overview of the process of accessing programs and/or services for your child:

1. Contact your child's classroom teacher about your concerns. Sharing information and developing a collaborative plan between home and school is invaluable in

supporting and encouraging your child. This may be all that is needed to remediate learning difficulties.

2. If it appears that further consultation is required, the teacher will suggest that the In-School Education Team (ISET) meet to discuss your child's needs. This school-based team includes the Special Education Resource Teacher, other teaching staff members and, usually, the principal or vice-principal. The purpose of this meeting is to find school-based strategies and interventions to support your child. The Special Education Resource Teacher may also be able to do some informal testing of your child's specific learning needs to obtain further information.
3. If needs persist after implementing the strategies suggested by the ISET, the school will make contact the special education department to discuss your child's needs. Special Education Department staff can help to support the school by assessing needs, offering suggestions and/or strategies for intervention, discussing further assessment (either informal or formal) options, and/or recommending consultation with members of the board team or an outside agency.
4. If the school believes the student may be a candidate for formal testing, a referral package will be completed and submitted to the special education department for approval. In some cases, depending on the student's needs, referral to an outside agency (e.g. Community Living Algoma) may be appropriate. If/when formal assessment has occurred, the results are shared with the family, and a recommendation may be made to convene an Identification, Placement, Review Committee (IPRC).
5. If the documentation supports the identification of an exceptionality (as defined by the Ministry of Education and established by Board criteria), an IPRC will be arranged. This may take place at the school or system level, depending on the placement options. After students have been identified through the IPRC process, an Individual Education Plan must be prepared.
6. Your child's Identification and Placement continue to be reviewed by an IPRC on a regular basis (at least yearly). An Individual Education Plan, including specific educational expectations, and outline of special education programs and services, information about methods to review progress, and a transition plan is formally developed, in consultation with you as the parent, for each reporting period.

The In-School Education Team (ISET)

The In-School Education Team assists schools in the early identification of student needs and in the early intervention required to address student needs. The ISET is an integral part of the early identification and intervention process.

Each elementary school will have a team composed of the Principal, the Special Education Resource Teacher, and two-three other representatives. The presenting

teacher will also attend to discuss student needs and previous strategies or interventions that have been implementing in the classroom.

Additional personnel from the Special Education Department may be invited as resources to the school team.

Following the meeting, recommendations from the ISET will be implemented by the classroom team. It is understood that these recommendations will need to be regularly reviewed and modified as necessary.

Educational and Other Assessments

Classroom Assessment

Classroom teachers are the initial assessors of **ALL** students - **including those** with special education needs. The classroom teacher plays a vital role in identifying student needs and providing strategies for effective intervention. By using a wide variety of assessment and evaluation practices, as contained in the *Growing Success* document, classroom teachers are often able to identify student strengths and needs without the need for formal assessment and identification.

Some examples of assessments used by classroom teachers include anecdotal notes, portfolios, journals, work samples, teacher-made tests and use of the Fountas & Pinnell literacy assessment. Classroom assessments generally fall into three categories:

Diagnostic Assessment: This *assessment for learning* occurs before instruction begins so teachers can determine students' readiness to learn and their interests and learning preferences.

Formative Assessment: This *assessment for and as learning* is ongoing during instruction while students gain knowledge and practice skills. Teachers support, model and guide students toward success. Students themselves may take an active role in their learning through self-assessment practices.

Summative Assessment: This *assessment of learning* occurs at or near the end of a period of learning. Student learning is compared to established success criteria, and then communicated to students, parents, teachers and others.

Testing

Special Education Resource Teacher (SERT)

When further information is needed to enhance the classroom assessment(s) outlined above, the **SERT** is able to employ many commonly used informal tests (e.g. Key Math, Brigance) which establish academic levels and are consistent with tests administered by classroom teachers. Administration of educational assessments at the school level provide concrete identification of student strengths and needs in a timely fashion and may provide classroom teachers with additional suggestions for programming.

Group Testing

The ADSB administers two tests to our grade three student population on an annual basis. These include **Insight**, a group-administered cognitive abilities test and **CAT-4**, the **Canadian Achievement Test 4th Edition**. These tests are administered by classroom teachers with the support of the Special Education Resource Teacher. The Special Education Department reviews testing results and then discusses with individual schools any test scores which may indicate the need for a referral for further individual assessment. **Note: Due to COVID-19, the October 2020 assessment has been postponed to October 2021.**

Formal Assessment

Formal assessments may only be administered by an appropriate professional. This type of testing is done only with the written consent of the parents or older student. Confidentiality of these tests is maintained according to the wishes of the parents/guardians. Only after the parents/guardian have given written consent is formal testing included in the O.S.R. Third parties do not have access to student records without the consent of the parent/guardian or legal-aged student. These tests are used to determine the presence of a learning difficulty and to highlight focus areas for program accommodations or modifications.

Types of Formal Assessments

Psychological-Educational Assessment

A **Psychological-Educational Assessment** is a standardized individually administered assessment which provides a measure of cognitive ability (IQ), memory, phonemic awareness, academic functioning, as well as a screen for social/emotional and behavioral concerns. Only psychologists make a diagnosis. Generally, at least some of the following instruments may be used:

- Wechsler Intelligence Scale for Children V
- Wechsler Individual Achievement Test III

- Vineland Adaptive Behaviour Scales
- Wechsler Preschool and Primary Scale of Intelligence – 3
- Child Behaviour Rating Scales (Achenbach)
- Adaptive Behaviour Assessment System
- The Piers-Harris Children's Self-Concept Scale (Piers-Harris 2)
- Beck Anxiety Inventory
- Beck Depression Inventory
- Child Depression Inventory (CDI)
- Multidimensional Anxiety Scale for Children (MASC)
- Conners Rating Scale

In the ADSB, referrals for psycho-educational testing are usually submitted following student participation in the group testing (CAT-4 & Insight) that occurs at the beginning of grade three. Note: To ensure the most effective use of resources, the ADSB does not generally conduct psychological-educational assessments for students below grade three, and does not “re-assess” students.

Intake periods for schools to submit referrals usually occur in December, March and/or June of each year. At present, psychological-educational assessments take place within three-six months of the intake period during which the referral was approved.

Speech and Language Assessment

For students experiencing difficulties with expressive and/or receptive language, articulation, voice, and/or fluency, a Speech-Language Pathologist (SLP) may complete assessments as deemed necessary. The SLP will make recommendations and/or additional referrals (i.e. School Health Support Services) to help meet the speech and language needs of the student.

Speech Language Pathologists may utilize some of the following types of tests:

- C.E.L.F. 5th Edition – Clinical Evaluation of Language Fundamentals
- C.E.L.F.P. 2nd Edition – Clinical Evaluation of Language Fundamentals Preschool
- P.P.V.T 4th Edition - Peabody Picture Vocabulary Test
- T.A.S.P.—Test of Aided Communication Symbol Performance
- W.A.B.C—Wiig Assessment of Basic Concepts

Students are generally referred for Speech-Language Assessment in the primary division (Grades 1-3). Intake periods for referrals usually occur in December, March and/or June of each year. At present, speech-language assessments occur within approximately three – six months following approval of the referral.

Assessment Referrals to Outside Agencies

In cases where the needs of the student are complex, or in cases where a differentiated diagnosis is required, the student may be referred to an outside agency for assessment. The Algoma District School Board generally focuses on conducting psychological-educational assessments to determine the presence of a learning disability. When testing is intended to determine a cognitive delay, or a learning difficulty accompanied by behavioural, socio-emotional, or mental health concerns, referrals are usually made to the appropriate external agency.

Throughout the ongoing assessment process, students, classroom teachers, SERTs, board personnel and/or outside agencies work collaboratively to ensure the ongoing effectiveness of instructional strategies.

Communication of Results

Early and ongoing communication with parent(s)/guardian(s) regarding classroom-based assessments helps improve student learning. As classroom teachers identify the strengths and needs of students, this information should be shared with parents through a variety of strategies (e.g. Edsby, phone calls, conferences or meetings).

In the case of a formal assessment conducted by the ADSB, a meeting will be scheduled to communicate the results of the assessment to the parent(s)/guardian(s). Following the sharing of the report, consent must be provided for the assessment to be placed in the student's Ontario Student Record.

External Assessments

When assessments are completed by providers external to the ADSB, it is understood that the external provider will conduct the assessment and communicate the results directly to the parent(s)/guardian(s). This process frequently occurs outside of the school setting, and school board personnel are not usually involved. If requested, the principal may choose to provide space within the school for external provider to communicate results to the parent(s)/guardian(s).

In cases where the parent(s)/guardian(s) wishes to share an assessment completed outside of the ADSB, consent must be provided. A written copy of the outside assessment must be provided to the school. Assessment data will be reviewed by the Special Education Department to determine the appropriate course of action. In some cases, it may be necessary to request a copy of the raw data from the outside assessor prior to any action being taken.

Privacy of Information

Any release of assessment results to agencies outside of the Board requires written authorization of the parent(s)/guardian(s) in accordance with the *Municipal Freedom of Information Protection of Privacy Act (MFIPPA)* and the *Education Act*.

Completed assessments and recommendations mentioned above are stored in the Documentation File of the Ontario Student Record in accordance with the *Ontario Student Record Guidelines 2000*.

Testing, Consultation and Travel

Our Special Education staff and the psychology team work together consulting and completing assessments. Approximately 127 formal psychological-educational assessment reports were completed and shared in the 2020 – 2021 school year.

During the school year 2020-2021, the Teachers for Deaf/Hard of Hearing and Blind/Low Vision supported students and staff through school visits for equipment repairs and adjustments, program support, student screening reports, and parent and agency contacts. Presently there are 255 sound field systems and 31 personal FM systems in place for students who are Deaf/Hard of hearing and/or have Central Auditory Processing difficulties. Regular monthly reviews and checks are done to ensure the student needs are being met and to support the classroom teacher.

During the 2020-2021 school year, the ADSB had two Speech and Language Pathologists on staff. Our SLPs completed 43 assessments, 18 of which were identified with a Communication Exceptionality – Language Impairment, and 11 of whom received a non-exceptional IEP. In addition, our SLPs completed over 27 consultations (small and large group) throughout the district, analyzed and provided feedback for language intervention, observational checklists and provided professional development services to SERTs, ECES, and specialized classroom teachers.

Special Education Exceptionalities

The Ministry of Education has developed categories and definitions for each exceptionality as listed below:

Exceptionality	Ministry of Education Definition
Category: Behaviour	
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 to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. Board criteria: Behaviour assessment by a qualified professional (M.D., psychologist), including the use of objective measures of behaviour (e.g. Multiple scales demonstrating T scores greater than seventy on measures such as aggression, delinquency, hyperactivity, impulsivity, etc.) resulting in a diagnosis of a disorder.
Category: 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.

	Board Criteria: Diagnosis by a qualified professional (M.D., reg'd. psychologist)
Deaf & Hard of Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound. Board Criteria: Diagnosis by a qualified professional (audiologist, M.D.), which indicates a sensor neural loss that adversely affects educational performance.
Language Impairment	A learning disorder characterized by 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 of the following: - language delay; - dysfluency; - voice and articulation development which may or may not be organically or functionally based. Board criteria: Assessment by a Speech Language Pathologist indicating a moderate to severe expressive and/or receptive language delay.
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. Board criteria: Assessment by a Speech Language Pathologist indicating a severe speech impairment.
Learning Disability	One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; results in a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support

	• results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction Board criteria: Assessment by a qualified practitioner that indicates at least average Verbal and/or Non Verbal ability, a reported processing deficit, and a clinically statistically significant discrepancy between average ability and academic achievement.
Category: Intellectual	
Giftedness	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. Board criteria: A score at the 98th percentile or greater on the WPPSI – III / WISC V as indicated in a psychological assessment.
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. Board criteria: This is NOT a diagnosis but is a Ministry of Education identification. Assessment would include a cognitive measure of intelligence that falls at or below the first percentile with no significant delays in adaptive functioning.

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. Board criteria: Formal diagnosis by a registered psychologist or M.D. according to the DSM V. Assessment would include a cognitive measure of intelligence that falls at or below the first percentile as well as significant delays in adaptive functioning.
Category: Physical	
Blind & Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Physical	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. Board criteria: Medical diagnosis (M.D.) of a severe physical condition which affects mobility and/or motor skills and which will require special assistance in learning situations at school.
Category: Multiple	
Multiple	A combination of learning or other disorders, impairments, or physical handicaps, 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, or disabilities. Board Criteria: A combination of three or more exceptionalities including severe physical limitations. Refer to other appropriate exceptionalities.

Identification, Placement, Review Committee (IPRC)

An Identification, Placement, Review Committee (IPRC) decides whether a student should be identified as exceptional, identifies the areas of the student's exceptionality according to the categories and definitions of exceptionalities provided by the Ministry of Education, determines an appropriate placement for the student; and reviews the identification and placement at least once in each school year.

IPRCs in the ADSB

Regulation 181/98 requires that all school boards establish at least one Identification, Placement and Review Committee (IPRC). The ADSB utilizes school-level IPRCs to consider regular class placements within the school, and/or system-level IPRCs that consider placements in specialized classrooms or programs.

The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the IPRC meeting and may request that the IPRC discuss potential programs that would meet the student's needs.

Before considering the option of placing a student in a special education class, the committee must first consider whether placement in a regular class, with appropriate special education programs and services, would meet the student's needs and be consistent with the parent's preferences. Where placement in a special education class is deemed most appropriate, the IPRC must provide written reasons for its decision.

Convening an IPRC Meeting

An IPRC meeting may be convened in one of two ways.

1. **Upon receiving a written request from a student's parent(s)/guardian(s), the Principal of the school must refer the student to an IPRC.** This usually occurs when a parent has received professional documentation from an outside professional, which, in discussion with the school, is found to be compatible with the Board guidelines for identification.
- 2) **The Principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC.** This usually occurs when staff from the Board's special

education department have assessed the student and found that the student's profile meets the Board guidelines for Identification.

Prior to the IPRC Meeting

Within 15 days of receiving a written request, or giving written notice as stated above, the Principal must provide a copy of the *ADSB Parent's Guide* to the parent(s)/ guardian(s) and/or student 16 years of age and older, as well as an acknowledgement of the parent's request and a written statement of approximately when the IPRC will meet.

At least 10 days in advance of the IPRC meeting date, the Principal of the school will provide to the parent(s)/guardian(s)/ and/or student 16 years of age and older, written notification of the meeting and an invitation to attend the meeting as an important partner in considering their child's identification and placement. This letter will provide notification of the date, time, and place of the meeting, and it will ask the parent to indicate whether they will attend. (Please see pg. 33-34).

The Principal, Special Education Resource Teacher or classroom teacher should review the *ADSB Parent Guide* with the family, especially when an initial IPRC is scheduled.

Prior to the IPRC, background information must be collected. This information is gathered through the collaborative efforts of the Special Education Resource Teacher and the classroom teacher(s) of the student being presented to the IPRC. Information may be collected from a variety of sources, including, but not limited to the OSR, parental/guardian information, assessment information, assessments from external sources (which will be reviewed by appropriate Special Education staff), information from outside agencies (where appropriate), medical information, and/or information from the classroom teacher.

In accordance with Regulation 181/98, any new information received by the Chair of the IPRC, prior to the IPRC, will be shared with the parent(s)/ guardian(s) (or student where appropriate) before the IPRC.

Members of an IPRC

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers.

For school-level IPRCs, the Committee will consist of the Principal/Vice-Principal, Special Education Resource Teacher, and one other teacher (which may be the Special Education Assignment Teacher from the Special Education Department). The Principal/Vice-Principal acts as chair of the committee.

If/when IPRCs occur at the system level, the System Administrator and/or Superintendent of Special Education will chair the IPRC. Other committee members generally consist of principals. Home School/Receiving School Principals and Special Education Resource Teachers are also required to attend, and may act as Committee members if needed.

Although parents are not, by Ministry regulation, a member of the committee, they are an integral part of the collaborative process.

Others in Attendance

Either the parent or the Principal of the student's school may make a request for the attendance of others at the IPRC meeting. These may include:

- other resource people such as the student's teacher, Special Education Resource Teacher, Board support staff, or the representative of an agency, who may provide further information or clarification;
- a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student; and
- an interpreter, if one is required, e.g., sign language, specific language.

The IPRC Meeting

Role of the Chair

The role of the Chair (usually the principal) is to:

- Establish a warm, welcoming environment
- Introduce all participants and establish the purpose of the meeting
- Lead the discussion and encourage input from all participants
- Ensure that all relevant information is shared
- Keep the meeting focused and bring closure to the discussion
- Summarize the decisions, explaining them clearly
- Ensure that the necessary documentation has been completed
- Secure signatures as appropriate

Location: IPRC meetings are typically held at the school attended by the student. System-level IPRCs are usually held at the Education Centre or another suitable location.

What Takes Place at the IPRC Meeting

The Committee will review all necessary information about the student. They will:

- consider educational assessments;
- consider, subject to the provisions of the *Health Care Consent Act, 1996*, a health or psychological assessment conducted by a qualified practitioner if they feel

that such an assessment is required to make a correct identification or placement decision;

- interview the student, with the parent's permission, if the child is less than 16 years of age, if they feel it would be useful to do so;
- consider any information that the parent submits about their child or that the student submits if he or she is 16 years of age or older; and
- consider any information submitted to the Committee that it considers relevant.

The Committee may also discuss any proposal that has been made about a special education program or special education services for the student at the parent's request, or at the request of the student if the student is 16 years of age or older. However, the Committee shall not make any decisions regarding the programs and services.

Parents 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 on Identification and Placement. Following the IPRC meeting, parents will receive a copy of the IPRC Statement of Decision and a copy will be placed in the student's OSR.

IPRC Statement of Decision

The Statement of Decision for the Algoma District School Board incorporates all of the information required by Regulation 181/98. A specific form has been developed for use at IPRC meetings to ensure that this information is recorded accurately and is easily retrievable for use throughout the school year.

The Committee will consider the assessment information presented to determine:

- if the student meets the criteria for an exceptional student.
- the area of exceptionality that is supported by assessment information as being one of the following: Behaviour, Communication, Intellectual, Physical, or Multiple.
- the appropriate placement as one of the following: Regular Class with (Indirect Support, or Resource Assistance, or Withdrawal Assistance), Special Education Class with Partial Integration, Special Education Class Full Time.

Parent(s)/guardian(s) are usually present at the Statement of Decision (unless they have given permission to proceed in their absence), and if they are in agreement with the decision, they are asked to indicate their agreement by signing the Statement of Decision form.

If unable to attend the IPRC, parent permission must be obtained to proceed in their absence or reschedule. If parent(s)/guardian(s) require additional time to consider the IPRC decision, the signing of the form is delayed until the parent(s)/guardian(s) are ready to sign their agreement, or they indicate their plan of action as a result of their disagreement with the decision.

However, if the IPRC is not signed within 31 days of receipt and the process to reconvene or appeal has not been initiated by the parent(s)/guardian(s), the Principal shall notify the parent(s)/guardian(s) in writing the IPRC decision/placement is being implemented.

Development of an Individual Education Plan (IEP)

An IEP must be developed for a student who is identified as exceptional through the IPRC process, in consultation with the parent. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student's progress will be reviewed; and
- all students require yearly transition plans.

The IEP must be completed within 30 days after the student has been placed in the program, and the Principal must ensure that the parent receives a copy.

IPRC Review

Generally, IPRC reviews are conducted each school year once a student has been identified as an exceptional student through the IPRC process.

In keeping with Ministry regulations, the ADSB has included in their Parent(s)/Guardian(s)' Guide and in the Notification of a Proposed IPRC Meeting form, the right of a parent(s)/guardian(s) to waive the annual review. (Page 34)

If parent(s)/guardian(s) waive the annual IPRC review, the Identification and Placement recommended by the previous IPRC will remain **unchanged**. The Individual Education Plan will continue to indicate specific programming expectations, goals and transition plans. After notifying the school, the parent(s)/ guardian(s) will receive a Letter of Acknowledgement in place of the standard IPRC forms.

A request by a parent(s)/guardian(s) for an IPRC review meeting may be made at any time after a placement has been in effect for three months but may not be made more often than once in every three-month period. Within 15 days of the review notice, the Principal will provide the parent(s)/guardian(s) written notice of approximately when the IPRC review will occur.

Parent(s)/Guardian(s) Right to Reconvene the IPRC

The Algoma District School Board wants to ensure that parent(s)/guardian(s) have a good understanding of programming directions being considered well before they are made. This open and proactive communication has been helpful in resolving

disagreements with the Committee's decision prior to the commencement of the Notice of Appeal process.

In cases where disagreements arise regarding the decision of the IPRC, a variety of options are open to the parent(s)/guardian(s).

If parent(s)/guardian(s) do not agree with either the identification or placement decision made by the IPRC, parent(s)/guardian(s) may: within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss parent(s)/guardian(s) concerns;

If parent(s)/guardian(s) do not agree with the decision after the second meeting, parent(s)/guardian(s) may file a Notice of Appeal to the Director of Education/Secretary of the Board within 15 days of your receipt of the decision;

Note: If parent(s)/guardian(s) do not consent to the IPRC decision and parent(s)/guardian(s) do not appeal the decision of the Committee, the Board will instruct the Principal to implement the IPRC decision.

Appeal Process

If parent(s)/guardian(s) disagree with the IPRC's identification of their child or with the placement decision of the IPRC, they may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the decision to:

Lucia Reece
Director of Education/Secretary of the Board
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7

A notice of appeal shall indicate the decision with which the parent disagrees and a statement that sets out their reasons for disagreeing. The notice of appeal must:

- indicate the decision with which the parent(s)/guardian(s) disagrees as being: the identification as exceptional, or the non-identification, and/or the placement; and
- include a statement that sets out the reasons for disagreement.

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear appeals. The appeal board will be composed of three persons (one of whom is to be selected by the parent(s)/guardian(s) who have no prior knowledge of the matter under appeal).

- 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 parent(s)/guardian(s) and the Board both 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.
- The parent(s)/guardian(s), and their 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. 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 the student's identification, placement, or both.

The appeal board will report its recommendations in writing, to the parent(s)/ guardian(s) and to the Board, providing the reasons for its recommendations.

Within 30 days of receiving the appeal board's written statement, the Board will decide what action it will take with respect to the recommendations. (Boards are not required to follow the appeal board's recommendation).

Parent(s)/guardian(s) may accept the decision of the School Board, or may appeal to a Special Education Tribunal.

Parent(s)/guardian(s) may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's Decision.

IPRC/IEP Statistics 2020-2021 (as of May 1st, 2021)

Behaviour	Speech/ Language	Autism	Learning Disability	Gifted	Mild Intellectual Delay	Developmental Disability
383	3/187	377	637	12	83	66
Physical	Blind/Low Vision	Deaf/Hard of Hearing	Multiple	Total IPRC	Non-Exceptional (IEP only)	Total IEP
23	10	13	20	1814	453	2267

Individual Education Plan (IEP)

An **Individual Education Plan (IEP)** is:

- a written plan describing the special education program and/or services required by a particular student (based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and to demonstrate learning);
- a record of the particular accommodations needed to help the student achieve his or her learning expectations within grade level expectations, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course;
- a working document that identifies alternative expectations, if required;
- a record of the specific knowledge and skills to be assessed and evaluated for the purposes of reporting achievement of modified and/or alternative expectations and;
- an accountability tool for the student, the student's parent(s)/guardian(s), and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

In addition, Policy/Program Memorandum No. 156 (PPM 156), *"Supporting Transitions for Students with Special Education Needs"* outlines the expectation that a transition plan must be developed for all students who have an IEP.

The purpose of the IEP is to identify clearly for parents, school staff, and the Ministry of Education the reason for accessing special education programs and services.

An IEP must be developed for every student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC).

Creating an IEP is a collaborative process that involves the classroom teacher(s) with whom the student interacts, the student where appropriate, the student's parent(s)/guardian(s), the Special Education Resource Teacher (SERT), and where appropriate, other professionals involved with the student, other school personnel/ support staff, and staff from community agencies.

Parent(s)/guardian(s) can provide an invaluable perspective on their child's personality, development and learning style and therefore, have a very important role in the IEP development process. ADSB staff are committed to ensuring that parent(s)/guardian(s) are involved early on in the development of their child's IEP, and continue to be involved throughout the implementation and review of the IEP. Since the IEP is a flexible, working

document, revisions and updates are expected and adjustments as necessary can be made throughout the school year.

The most recent applicable IEP will be stored in the Ontario Student Record (OSR). Each year, the parent(s)/guardian(s) will receive a copy of the student's IEP and updated copies of all changes made to address the student's strengths and needs.

Transition Planning

Effective transition plans provide continuity of the programs and services in place for any student with special education needs. An effective transition plan that recognizes a student's profile of strengths and needs will help to enhance student achievement and well-being by providing a successful school experience.

Transition requirements are set out in the following policy documents:

Policy/Program Memorandum No. 156, *Supporting Transitions for Students with Special Education Needs* states that a transition plan must be developed **for all students who have an IEP**.

Policy/Program Memorandum No. 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*, states that staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Transition Planning is an important part of the process of reviewing the IEP during each reporting period. The details of the consultation on the IEP and transition plan must be recorded on the IEP form. Where the parent(s)/guardian(s) are unavailable or not willing to meet with the school, the process is conducted on their behalf and the IEP is forwarded for their approval.

Transitions to School

All service providers meet early in the calendar year to begin transition planning for children with special needs that will be entering kindergarten. Parents and preschool program providers are consulted, and a plan is developed to support the entry of the child into the school system. Visits are arranged for the parents/guardians at the new school. The Special Education Department works with the parents to obtain appropriate assessments, which will facilitate knowledge about the child's needs. The spring kindergarten registration process also identifies students who will require special education support. During the 2020-2021 school year, transition meetings took place for 72 incoming Kindergarten students.

Integrated Transition Planning Process

Integrated transition planning for young people aged 14 and over with a developmental disability is mandated by the province. These students will be transitioning out of

children's services and may be seeking further services and supports as they move into adulthood. Parents/students have the option to participate in this process. Community agencies that support the student are also invited to take part.



ALGOMA DISTRICT SCHOOL BOARD SPECIAL EDUCATION DEPARTMENT

LETTER TO PARENTS REGARDING INITIAL IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE MEETING (IPRC)

Date:

Dear:

In accordance with the Provincial legislation governing the identification, placement and review of students in Special Education,

(Student's Name)

will be discussed by the School's Identification Placement and Review Committee on:

(Date and Time)

(School)

Your input at this meeting is welcomed and desirable if we are to best meet this individual's needs. If the time suggested is not suitable, please contact the school to arrange a mutually convenient time. You have the right to have a representative present to support you. First Nation families may wish to invite an education officer from the band to be present at this committee meeting. If you have any questions, please do not hesitate to call.

Sincerely,

(School telephone number)

Principal

- ☐ Yes, I am able to attend.
☐ No, I am unable to attend.

Parent(s)/Guardian(s)/Adult Student (16+ yrs) Signature: _____



ALGOMA DISTRICT SCHOOL BOARD

**LETTER TO PARENTS REGARDING IDENTIFICATION, PLACEMENT AND
REVIEW COMMITTEE MEETING (IPRC)**

Dear:

Date:

Identification, Placement, and Review Committee (IPRC) meetings are held each year for all exceptional students unless formally waived. An IPRC meeting for (student) _____
D.O.B.: (Y/M/D) _____ has been scheduled for (date) _____
at the school.

If the school does not hear from you at least a week before the IPRC meeting, or if you notify the school that you are unable to attend but wish to proceed, you will be informed of the IPRC recommendation following this meeting.

Select ONE (1) of the following two (2) options.

OPTION 1: PROCEED WITH IPRC MEETING

- A. ☐ I will attend on the scheduled date above and will contact the school to confirm the time.
Parent/Adult Student (16+ yrs) Signature: _____
Date: _____
- B. ☐ I will be unable to attend. Please proceed with the Annual Review.
Parent/Adult Student (16+ yrs) Signature: _____
Date: _____

OR

OPTION 2: WAIVER OF ANNUAL REVIEW MEETING OF IPRC

- C. ☐ It has been explained that no change in Identification or Placement is anticipated.
I agree that an IPRC meeting is **not** necessary and I have signed the waiver below.

Regulation 181 Section 21.4(B) states that "where a parent of the pupil gives a written notice to the Principal of the school dispensing with the annual review", an IPRC review meeting is not required. If you are satisfied with the school's recommendation that the present placement continue and do not feel that an IPRC review is required, please complete this waiver and return it to your school Principal by _____ (date). I hereby waive this year's Annual Review meeting of the IPRC.

Parent/Adult Student(16+yrs)

Signature: _____ Date: _____

If you have any questions about the IPRC and the review process, do not hesitate to call the school.

Sincerely,



Principal's Signature

ORIGINAL to O.S.R.

Appendix

COPY to Parent(s)/Adult Student (16+ yrs)/Special education system administrator

Revised 2015 May

Individual Education Plan:

Name:

Reason for developing the IEP:

D.O.B.:

Grade:

School:

School Phone:

Principal:

Year:

Reporting Period:

Placement:

Latest IPRC: (dd/mm/year)

Initial IPRC: (dd/mm/year)

Placement Begins: (dd/mm/year)

IEP Completed: (dd/mm/year)

Staff Involved in IEP Development:

Staff Member – Position

Staff Member - Position

Sources consulted:

--

Assessment Data:

Type	Date	Summary of Results

Areas of Strength	Areas of Need

--	--

Subjects, Courses, or Alternative Programs to which this IEP applies:

Subject, Course or Program	ACC	MOD	ALT

Exemptions/Substitutions:

Elementary Program Exemption/Secondary Compulsory Course Substitution Yes No

If yes, please list program(s), course(s), and substitution(s) and provide rationale:

--

Evaluation/Reporting:

Provincial Report Card Alternative Report Card

Reporting Period One: (dd/mm/year)

Reporting Period Two (dd/mm/year)

Secondary Only: Student is working towards the attainment of a

Ontario Secondary Schoool Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Provincial Assessment:

Permitted Accommodations for Provincial Assessment:

--

Exemption: Yes No

Program Supports/Services:

Human Resource Supports: Yes No

<i>Human Resource Support</i>	<i>Date Service Initiated</i>	<i>Frequency/Duration</i>	<i>Location of Service</i>

Specialized Health Services Yes No

--

Individualized Equipment: Yes No

--

Accommodations:

Environmental	Instructional	Assessment

Special Education Program

--

Baseline Level of Achievement: Note: this forms a starting point for development of the IEP and does not change during the course of the school year.

--

Annual Program Goal: A goal statement describes what a student can realistically be expected to accomplish by the end of the school year in a modified subject, course, or program.

--

Reporting Period One:

Learning Expectations/	Teaching Strategies	Assessment Methods

Reporting Period Two:

Learning Expectations	Teaching Strategies	Assessment Methods

Transition Planning

Goal(s):

Action	Person Responsible	Timeline

Integrated Transition Meeting Required: Yes No

Consultation

Date (dd/mm/year)	Activity	Outcome

Parent/Guardian:

I have received a copy of the Individual Education Plan (IEP):	Yes	No
I was consulted in the development of the IEP prior to receiving a copy:	Yes	No
I would like to have further consultation prior to signing the IEP	Yes	No

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

The principal has the legal requirement to implement and monitor the IEP. The IEP has been developed according to Ministry standards. The plan addresses student strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

(Principal Signature)

(Date)

Special Education Placements

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we recognize that some of the families that we serve may prefer, if appropriate, to access a specialized classroom or program to enhance the achievement and well-being of their learners.

Programming for Different Exceptionalities Provided by the Algoma District School Board

a) Programming for Students with Autism Spectrum Disorder

Most students identified with Autism Spectrum Disorder are served in their home schools in age-appropriate classes with accommodations, modifications, or alternative programming provided by the classroom teacher. Additional supports may be provided through school or system-based resources. Placements in specialized programs may also be available depending on the student's social, self-regulation, communication and/or cognitive needs.

b. Programming for Student with Communication Needs

Most students with communication needs are served within the regular class. Additional support may also be provided by the Special Education Resource Teacher, with consultative services provided by a Speech-Language Pathologist or other board personnel. The Board also consults with community agencies (e.g. Thrive) to support programming for students with augmentative communication needs.

c. Programming for Students with Behavioural Needs

Most students identified with behavioural needs are served in their home schools in age appropriate classes with accommodations, modifications, or alternative programming provided by the classroom teacher. Further supports may be provided through school or system-based resources. Placements in specialized programs may also be available depending on the student's social and self-regulation, needs. For a few students, placement in a specialized treatment program outside the jurisdiction of the Board may be necessary (e.g. *Care & Treatment Program*) subject to the admission procedures of the appropriate agency.

d. Programming for Students with Speech/Language Needs

Almost all students identified with speech/language needs are served in their home schools in age appropriate classes with accommodations, modifications, or alternative programming provided by the classroom teacher. School-based support may also be provided. A Speech Language Pathologist may conduct assessments or consult with school-based staff regarding programming suggestions. Students with speech impairments have their needs met within the regular class with support provided through the recommendations of a Speech Language Pathologist, or through school-based rehabilitative services provided by Thrive Child Development Centre.

e. Programming for Students who are Deaf/Hard of Hearing

All students with hearing loss as their primary need are served in an age appropriate classroom at their home school with accommodations, modifications and/or alternative programming provided by the classroom teacher. Depending on the severity of their needs, some may also receive personalized service from an Itinerant Teacher of the Deaf / Hard of Hearing. A few students also access the services of an American Sign Language (ASL) Interpreter. Algoma District school Board uses recommendations from our community partners for the most appropriate personal FM or sound field equipment and classroom environmental acoustic treatments. Consultation services provided by the provincial schools are accessed as needed.

f. Programming for Students with Physical Needs

Students with physical needs are served in an age appropriate classroom at the home school whenever possible with the addition of appropriate supports and/or specialized equipment based on student needs. Appropriate equipment, consultation through School Health Support Services (Occupational, Physical and/or Speech), and support from Board personnel may also be provided. Where appropriate, necessary medical staff are included to ensure a safe, productive environment. Liaison and interaction with outside agencies occurs regularly. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases may also be made under the Special Equipment Amount (SEA) Claim-Based guidelines.

g. Programming for Students who are Blind/Low Vision

All students with blindness/low vision as their primary need are served in an age-appropriate classroom in their home school with accommodations, modifications, and/or alternative programming provided by the classroom teacher. Some may also receive services from an Itinerant Teacher of the Blind/Low Vision. These services may include instruction in braille or other

assistive technology. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases are made on an as needed basis. In some instances, these purchases are made as set out by the SEA Guidelines. Consultation services provided by the provincial school are accessed as needed.

h. Programming for Students with Multiple Exceptionalities

In most cases, the student is served in an age appropriate classroom in the home school with accommodations, modifications and/or modified programming provided by the classroom teacher. Where appropriate, the necessary medical staff is also included to ensure a safe, productive environment. Some families may also choose to access a specialized program such as the *Learning Support Program* or the *Practical Learning Classroom* to support the cognitive needs of their learners. Appropriate equipment, consultation through School Health Support Services (Occupational, Physical and/or Speech), and support from Board personnel may also be provided. Where appropriate, necessary medical staff are included to ensure a safe, productive environment. Liaison and interaction with outside agencies occurs regularly. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases may also be made under the Special Equipment Amount (SEA) Claim-Based guidelines.

i. Programming for Students with Intellectual Needs

Many students with intellectual needs are served within the regular class and may have assistance from school and Board level personnel. Curriculum modifications, accommodations and alternative programs may be implemented to assist the student in being successful. Specialized equipment may be provided as recommended by appropriate professionals. Some families may choose to access a specialized program such as the *Learning Support Program* or the *Practical Learning Classroom* to support the needs of their learners.

j. Programming for Students that are Gifted

Programming for gifted students is provided within the regular classroom. Differentiated and/or modified learning extensions which focus on student interests, independent projects, creative and high level thinking, as well as communication skills are provided to meet the student's needs. Acceleration may also be considered depending on a variety of factors. At some schools, ADSB also offers the *Enhanced Learning Program* and *International Baccalaureate Program*, *Advanced Placement* courses, and the "Reach-Ahead" program for Grade 8 students who are interested in taking a Grade 9 math course prior to leaving elementary school.

Types of Placement Options

A range of placement options are available across (and external to) the Algoma District School Board to meet the needs of students in the most appropriate environment. Placement decisions are made by the IPRC, which will determine the placement that best suits the student's needs.

Regular Classroom Placements

- **Indirect Support:** Students with special education needs who are enrolled in a regular class and are receiving direct instruction from a regular classroom teacher to whom the Board provides specialized consultative services.
- **Resource Assistance:** Students with special education needs who are enrolled in a regular class and are receiving direct specialized instruction, individually or in a small group, within the regular classroom from a special education teacher. Note: this placement does not imply that the student will receive specialized instruction on a daily basis, but that they will receive specialized instruction on an established schedule.
- **Withdrawal Assistance:** Students with special education needs who are enrolled in a regular class and are receiving instruction outside the regular classroom for part of the school day from a special education teacher. NOTE: this placement does not imply that the student will receive specialized instruction on a daily basis, but that they will receive specialized instruction on an established schedule. Generally, this placement is used for students that receive services from an itinerant teacher (e.g. Itinerant Teacher of the Deaf/Hard-of-Hearing) or participate in a specific program.

Special Education Programs in the Regular Classroom: Accommodations, Modifications and/or Alternative Programming

In keeping with the expectations of the Ministry of Education, it is expected practice within the Algoma District School Board to use accommodations, modifications, and or alternative programs for students with special education needs.

- **Accommodations:** The term accommodation refers to the special teaching, assessment, and environmental strategies required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

- **Modifications:** Modifications are changes made in the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.
- **Alternative Programming:** Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Alternative programming expectations are individualized for the student and generally focus on preparing the student for daily living. Examples of alternative program expectations may include social skills, orientation or mobility training, and/or self-regulation skills. Alternative programming may be provided in both the elementary and secondary panels.

Note: Alternative courses at the secondary level are usually non-credit courses

Parent(s)/Guardian(s) Involvement: The parent(s)/guardian(s) have a key role in the education of the student with special education needs. As such, early and ongoing discussion between school and home will occur to ensure that the most appropriate decisions are being made regarding school placements and programs.

It is the expectation of the Algoma District School Board that parent(s)/guardian(s) are consulted in the development of Individual Education Plans (IEP), and that parent(s)/guardian(s) will assist in the follow through of recommendations and programming strategies.

Involvement of parent(s)/guardian(s) can take an informal and/or a formal approach. Informal communication can occur through regular conversations with school personnel. More formal involvement can occur through team meetings, case conferences, IPRCs and report card interviews.

Specialized Classroom or Program Placements

Specialized placements are provided based on the need for specialized supports that go beyond the degree of support that is realistic within a regular classroom. The duration of the special placement will be determined by the success of the programming, the nature of the needs, and/or parental wishes. A Special Education Department committee reviews the progress of students in specialized placements on a regular basis and makes recommendations to the system-level IPRC of the continued need for the specialized placement.

- **Special Education Class with Partial Integration:** Students with special education needs who are enrolled in and attending a self-contained special education class or program and are integrated for at least one instructional period daily.

- **Special Education Class Full Time:** Students with special education needs who are enrolled in and attending a special education class (in accordance with Regulation 298, section 31) for the entire school day. Opportunities for integration into age appropriate classes are arranged.

Specialized Classrooms/Programs in the ADSB

For some students, the program modifications required are so extensive that placement in a self-contained class is recommended to provide individual or small group assistance. The ADSB offers a range of specialized classroom/program options as described below.

Integrated Support Program (ISP)

Students in the Integrated Support Program (ISP) receive academic programming in the regular classroom with accommodations or modifications as required. The Integrated Support Program teacher and support team also provide specific blocks of programming to develop self-regulation, social, and/or communication skills, as outlined in the *Individual Education Plan*. In addition, the ISP room may function as a “resource room” for students to access additional support as and when necessary.

Criteria: Students admitted to the ISP may have an identification of Behaviour or Autism Spectrum Disorder. Referral to the program is made by the home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Final determination of the placement is made by a system-level IPRC. Students are expected to utilize the program to work towards developing the ability to independently demonstrate self-regulation, social and/or communication skills at a level that will allow them to achieve success in the regular classroom without ISP support. Support levels are gradually faded as the student progresses within the program. Students return to their home school upon demission.

Program Locations: Ben R. McMullin (P/J)
Pinewood Public School (P/J)
Isabel Fletcher Public School (P/J)
Superior Heights Intermediate (I)

Learning Support Program (LSP)

Students that are part of the Learning Support Program receive focused instruction in literacy and numeracy from the Learning Support Program teacher. Instruction is individualized based on the students’ learning needs, modified from the regular grade-level expectations, and emphasizes an active, hands-on approach to learning. With appropriate accommodations and modifications, students receive instruction in other subject areas in their age-appropriate classroom. Prior to admission, parents need to be aware that, due to the modified nature of the literacy and numeracy programming (often three or more grades below the student’s age-appropriate grade level), students might not not complete the prerequisite learning to undertake a credit-earning pathway in

secondary school. A non-credit pathway does not lead to an Ontario Secondary School diploma.

Criteria: This class is intended for students presenting with mild cognitive impairment. While most students admitted to the LSP will have an identification of Mild Intellectual Disability, some students may have an identification of Developmental Disability or Autism Spectrum Disorder but demonstrate a profile appropriate for the program. Referral to the program is made by the student's home school. All referrals are reviewed by a Special Education Department committee to recommend suitability for the program. Final determination of a student placement is made by a system-level IPRC. After spending time in the program, some students may demonstrate the ability to achieve success in a regular classroom program (with appropriate accommodations and modifications) without the support of the LSP team. These students return to their home school upon demission from the program. It is understood, however, that many students accessing this program require similar support throughout elementary school, and into a specialized placement in secondary school.

Program Locations: **Kiwedin Public School (Junior)**
White Pines Intermediate (Intermediate)

Practical Learning Classroom (PLC)

The Practical Learning Classroom provides focused instruction in functional academics (literacy and numeracy) along with alternative programming focused on developing self-care, social, self-regulation, and communication skills. Students may be integrated with their same age peers in program areas such as phys.ed, or the arts, and participate fully in school-wide events and activities. The Practical Learning Classroom focuses on Alternative programming rather than Ontario Curriculum expectations. Students participating in this program continue into a non-credit, life-skills focused program in secondary school.

Criteria: Students admitted to the PLC will usually have an identification of Developmental Disability, although other identifications are possible with evidence of a significant cognitive delay. Referral to the program is made by the student's home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Final determination of a student placement is made by a system-level IPRC. Prior to admission, parents must be informed that, as the program focuses on alternative programming students enrolled in the PLC will likely continue on to further life skills programming at the secondary level. Should students choose to leave the placement, they would return to their home school upon demission from the program. It is understood, however, that most students accessing this program will remain in this placement throughout elementary school and enter a non-credit life skills-focused program in secondary school.

Program Locations: Anna McCrea Public School (J/I)

Structured Learning Classroom (SLC)

The Structured Learning Classroom focuses on developing communication, self-regulation, and social skills, along with instruction in functional academics (literacy and numeracy). Students may be integrated with their same age peers in program areas such as phys.ed or the arts, and participate in all school-wide events and activities. The Structured Learning Classroom focuses on Alternative programming rather than Ontario Curriculum expectations.

Criteria: Students admitted to the SLC will have an identification of Autism Spectrum Disorder. Referral to the program is made by the student's home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Students are placed in the program by an ADSB system-level IPRC. Students leave the program when they demonstrate sufficient progress in developing the communication, self-regulation, and social skills needed to achieve success in a regular classroom or within another specialized program with a stronger focus on academics. Students would return to their home school upon demission from the program.

Program Locations:

Greenwood Public School (P/J)
H.M. Robbins Public School (P/J)
Parkland Public School (P/J)
River View Public School (P/J)
Northern Heights Public School (J/I)

Learning for Enhanced Achievement Program (LEAP)

Blind River Public School, Elliot Lake Intermediate

These programs are designed to meet the special education needs of smaller communities at the elementary level. Any number of different exceptionalities may be included in these programs. Although the profile of each program is specific to the individual setting, the focus is on integration in the regular classroom with withdrawal/resource support for individualized instruction through modified and/or alternative programming (as appropriate). Students are accepted into the program based on prioritized and identified needs of the school(s). These programs are school-specific and students are prioritized by need.

Rockhaven School for Exceptional Children

Rockhaven is a segregated school located in Serpent River, Ontario. for students ages 5 - 21 with a developmental disability. Alternative programming, including individualized life skills, social, emotional, behavioural and communication programs is the program focus. Students at Rockhaven do not work on Ontario Curriculum expectations. Every effort is made to integrate the students and to explore work placements in their community. In 2021-2022, one Practical Learning Classroom will be available on-site at Rockhaven.

Developing Alternative Realistic Expectations (DARE)

White Pines C&VS

The DARE program is a non-credit Grade 9 & 10 program designed for students that have a mild cognitive delay. Students enrolled in this program may be identified with a variety of exceptionalities including MID, ASD with mild cognitive delay, and/or a Developmental Disability with appropriate adaptive functioning. This is a transitional program that provides students with a functional academic program, while also developing hands-on, everyday life skills that will be needed for future work readiness.

Note: students entering this program require the adaptive functioning skills needed to independently follow the regular routines of a secondary school (e.g. independent lunch hour, class transitions, bus transportation).

Field School Programs

Canadian Bushplane Heritage Centre, F.J. Davey Home, Station Mall

The Field School program is a non-credit workplace program designed to help students reach a readiness level for employment, community placement, or further education (through programs such as the *Community Integration through Cooperative Education Program* at Sault College). Students are assigned to one of the three Field School sites and rotate through various job placements, while also working on functional academics, social skills and life skills within a classroom setting. Beginning in Grade 11, this program is only available to students that have demonstrated the requisite level of independence to function effectively in a work environment.

Community Education Program

Superior Heights C&VS

The Community Education Program provides focused instruction in functional academics (literacy and numeracy) along with alternative programming focused on developing self-care, social, self-regulation, and communication skills. Students participate fully in all school-wide events and activities. Regular outings and excursions within the community are an important aspect of the program.

Students At Risk Today (START) Program

Korah C&VS

This credit-earning program, available to students from across the ADSB, supports students with various needs and may provide a re-engagement opportunity for students who have not met with success in mainstream programming. Students in START may have mental health challenges, behaviour concerns, attendance needs or substance abuse issues. START focuses on social skills needed for students to be successful in the mainstream classes, in a work placement, and in the community. Class sizes are smaller, with increased adult support, to enable students to work to their full potential. In the START program, students have individualized timetables, and have access to counselling and other services through Algoma Family Services.

Learning for Emotional & Academic Development (LEAD)

Central Algoma Secondary School, Elliot Lake Secondary School, W. C. Eaket Secondary School, Michipicoten High School

These classes are designed to meet the special education needs of smaller communities. Any number of different exceptionalities may be included in these classes. Although the profile of each class is specific to the individual school, the focus is on individualized instruction with as much integration into regular classroom programs as appropriate. Students follow an individualized academic program with a strong focus on social and life skills. Students are accepted into the program based on prioritized and identified needs of the school(s). These classes are school specific and students are prioritized by need.

Education and Community Partnership Programs

For a few students with complex needs, government-approved **Education and Community Partnership Programs** (formerly known as Care, Treatment, Custody and/or Corrections) programs are established to focus primarily on therapeutic or other needs. The Algoma District School Board provides academic programming (including teaching staff) to support the agencies operating these programs. In some cases, space within a school is also provided to allow students access to programs. Placement within any of these programs involves an admission procedure that is usually controlled by the agency running the program. **For programs focused on re-engagement, admission is determined by the Board in consultation with the appropriate agency.** The Algoma District School Board works in partnership with the following agencies/programs:

- Algoma Family Services (Ben R. McMullin Public School)
- **Algoma Family Services (Algoma Education Connection – Prince Charles)**
- Algoma Family Services (H.M. Robbins Public School)
- Counselling Centre of East Algoma (Elliot Lake Secondary School)
- Thessalon First Nation (Central Algoma Secondary School)
- Indian Friendship Centre (White Pines C & V.S.)
- Northern Youth Services (Non-Residential Attendance Centre)
- Custody (Don Doucet Youth Centre)

Provincial and Provincial Demonstration Schools

For a few students with very specialized needs who meet the admission criteria of the Provincial and/or Provincial Demonstration schools, the Algoma District School Board provides transportation to the provincial schools operated by the Ministry of Education.

Provincial and Demonstration Schools in Ontario

The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide pre-school home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services; and,
- play a valuable role in teacher training throughout the province.

Provincial Schools

The Ministry of Education operates several Provincial Schools, which exist to serve the needs of the blind, the deaf, and the deaf-blind.

a) Provincial Schools for the Blind

W. Ross Macdonald School: School for the Blind and Deaf-Blind. W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school Boards through consultation, assessment and the provision of special learning materials, such as Braille materials, audio-tapes, electronic books and large-print textbooks; as well as,
- professional services and guidance to ministries of education on an inter-provincial, co-operative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide home visiting for parents and families of pre-school deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- ***Sir James Whitney School for the Deaf*** in Belleville (serving eastern Ontario)

- ***Ernest C. Drury School for the Deaf*** in Milton (serving central and northern Ontario)
- ***Robarts School for the Deaf in London*** (serving western Ontario)
- ***Centre Jules-Léger in Ottawa*** (serving francophone students and families throughout Ontario)

The Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296 determines admittance to a Provincial School.

These schools provide elementary and secondary school programs for students who are deaf from pre-school level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the Deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools; and,
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.,

Each school has a Resource Services Department, which provides:

- consultation and educational advice to parent(s)/guardian(s) of children who are deaf and hard-of-hearing and school Board personnel;
- information brochures;
- a wide variety of workshops for parent(s)/guardian(s), school Boards, and other agencies; and,
- an extensive home-visiting program delivered to parent(s)/guardian(s) of pre-school children who are deaf and hard-of-hearing by teachers trained in pre-school and deaf education.

Demonstration Schools

Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Trillium, Amethyst, and Sagonaska schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parent(s)/guardian(s) consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills; and,
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school Board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

ADSB and Provincial & Demonstration Schools

During the 2020-2021 school year, the Algoma District School Board had **two (2)** students attending provincial demonstration schools. When attending these schools, students are transported to the nearest airport. They are accompanied by a guide at the airport and transported to the provincial schools each Monday. They return home every Friday. ADSB students generally attend Trillium (Demonstration) or E.C. Drury (School for the Deaf) as these sites serve students from central and northern Ontario school boards, although exceptions do occur based on various circumstances.

Parents of students wishing to attend schools for the blind or deaf make direct application to these schools. Parents of students with severe learning disabilities make application to the Special Education System Administrator who will give them guidelines and information about the requirements for acceptance. Usually, however, it is the System Administrator for Special Education who, having seen concerns about the ability of a student with severe learning disability to function adequately in a regular school setting, may suggest the option of attending a Demonstration School to parents. Once the parents are in agreement the System Administrator for Special Education will facilitate the process, which includes interviews of the student by the provincial school committee and the submission of appropriate documentation.

Health Support Services

School Boards and school staff work collaboratively with agencies of other ministries to provide health support services to students with special education needs.

Policy/Program Memorandum (PPM) No. 81, “Provision of Health Support Services in School Settings” (1984), outlines the responsibilities for ensuring that students with special education needs receive the health support services they require so that they are able to benefit from an educational program. The following list specifies the division of services among ministries, as stated in PPM No. 81.

Ministry of Education (school boards):

- Administering oral medication
- physical assistance (lifting, positioning, feeding, toileting)
- physio/occupational therapy (general maintenance exercises)
- speech and language services (Language disorders are the responsibility of school boards. Articulation/speech sound production problems, fluency disorders, and non-speech communication are shared responsibilities with the Ministry of Health.

Ministry of Health and Long-Term Care:

- injection of medication
- catheterization (sterile)
- manual expression of bladder/stoma
- postural drainage/suctioning
- tube feeding
- physio/occupational therapy (intensive clinical treatment)

Health Support Services are delivered by qualified practitioners from various support agencies who provide services within the school when medical documentation indicates that these procedures must be done during the school day.

Schools may complete referral forms provided by these agencies and then the individual agencies work with the families to determine appropriate care. School boards do not determine the criteria for this service. Services discontinue if M.D. documentation declares them unnecessary or the school support agency discharges according to their criteria.

Services such as O.T., P.T. and Speech/Language Services are considered school-based rehabilitative services. These services are provided by Thrive Child Development Centre) and are controlled directly by the delivery agency. Agencies determine the criteria and level of services. This service model reflects the fact that the Algoma District School Board does not employ Occupational Therapists or Physical Therapists. There have been no appeals on these service issues.

Specialized Health Supports Provided in Schools

Specialized Health Support Service	Agency or position of person who performs the service	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
Nursing	Algoma Public Health, (APH) Local Health Integration Network (LHIN)	Injection of meds	Agency	M.D.'s certification
Occupational Therapy	THRIVE	Application by parents to these agencies	Agency	Agency
Physiotherapy	THRIVE	Application by parents to these agencies for services	Agency	Agency
Nutrition	APH	Yearly programs for all students planned by A.P.H.	Agency	Agency
Speech and Lang Therapy	THRIVE ADSB Occasionally above agencies, in A.D.S.B. classroom teachers, Sp.Ed. Resource teachers and Sp.Lang.Path	Assessment and availability of Speech and Language Professionals As assessed by Speech Lang. Pathologists	Agency, Board professionals Speech correction and Remediation	Assessment by same Sp.Lang. Pathologist
Administration of prescribed meds.	ADSB Staff	M.D. documentation on Board form	As documented by M.D.	M.D. documentation on Bd. Form
Catheterization	Clean – ADSB (E.A) Sterile –LHIN	M.D. documentation	M.D.	M.D.

Suctioning	Shallow- ADSB (E.A) Deep - LHIN	M.D. documentation	M.D.	M.D.
Lifting and Positioning	ADSB (Teachers, E.A)	Physiotherapist documentation and Bd staff	Physiotherapist and Bd. Staff	Physiotherapist And Bd staff
Assistance with mobility	Teachers, E.A.s With training by appropriate Agency, CNIB	Documentation by appropriate Professionals and review by Bd. Staff	Sp.Ed. Department	Documentation to support school related needs
Feeding	Teachers, EAs	Prof. Assessment	Sp.Ed. Department	
Toileting	E.A.s	M.D. documentation	Sp. Ed. Department	M.D. documentation

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Specialized Equipment

The Algoma District School Board allocates funding for the purchase of specialized equipment required to be successful in the learning environment. The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards to assist with the costs of equipment essential to support students with special education needs, where the need for specific equipment is recommended by a qualified professional.

ADSB follows SEA funding guidelines to support the purchase of specialized equipment for students.

SEA Per-Pupil Amount is used for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the claims-based process).

All computer-related materials are shipped to the IT department for processing. Processing includes ensuring that all equipment has arrived as ordered, is labeled, and a delivery date is sent through the schools. The ADSB also currently incorporates SEA computer equipment into the computer plans and complement for each school.

SEA Claims-Based funding is for purchases of non-computer based equipment to be utilized by students with special education needs. This may include sensory support, hearing support, vision support, personal care support and physical assist support equipment. Funding is used to cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Use in a School Setting

It is important to remember that equipment purchases are made to address individual student needs as they apply to the school setting.

Equipment purchased to assist students is to remain at school, including all holidays and summer breaks. **Exceptions may be made because of participation in a board-provided summer program, with the permission of the school principal.**

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs or due to changing technology. The expected number of years of use for different types of equipment varies depending on the technology.

Eligibility for Obtaining Specialized Equipment

Documentation required:

- an assessment from a qualified professional including a diagnosis and the needs that the equipment is meant to address;

- a recommendation indicating the types of equipment the student requires to address these needs;
- an indication that the equipment is needed to access curriculum

Also required are:

- a current signed copy of the student's IEP that provides evidence of the use of the equipment in the student's program;
- current signed copy of the Provincial Report Card;

Considerations for Purchase

The Special Education System Administrator will review all documentation provided by the professional, and determine if the equipment is appropriate to the age of the child, the school board standards, and the academic needs.

The following must be considered prior to the purchase of the equipment:

- Will the recommended equipment provide the student with the accommodations necessary to access learning opportunities and the learning environment in a more equitable fashion?
- Can the student operate the equipment requested?
- What type of support is required to allow the student to use the equipment?
- How does the technology (hardware and software) currently available in the school NOT meet the student's needs?
- Has the request been recommended by an appropriately qualified professional?
- Where possible, a Canadian supplier is preferred and equipment must be CSA approved. Recommendations for specific equipment must be outlined and included in the request for purchase.
- Upon review of the request, additional documentation or recommendations for alternative equipment may be made.
- All decisions related to the purchase of specific computer software/hardware are the exclusive jurisdiction of the Algoma District School Board.

Portability or Transfer of Equipment

Equipment purchased through SEA funding is considered portable, therefore, it should be transferred when the student changes schools or moves to a different school board within Ontario. The student's sending board will not be reimbursed by the Ministry. The receiving board will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.

Transportation

The Special Education Department and Algoma & Huron-Superior Transportation Services (AHSTS) work together to provide transportation for students with special education needs. Two large providers and several small bus companies, which service more distant, smaller areas of this large board, currently provide school bus services. Depending on availability, a range of services may be provided to students with special education needs, and wherever possible, students with special education needs use regular transportation resources.

Guidelines for Transportation

- a. The Special Education Department in consultation with the school Principal and Algoma & Huron-Superior Transportation Services (AHSTS) will determine if a student with special education needs requires special transportation that is not the regular bussing provided by the Board.
- b. A transportation request form, completed by the school and parent each school year, will be required to access specialized transportation
- c. The safety of a student with special education needs will be a factor when considering alternative transportation arrangements.
- d. Students with special medical conditions that are debilitating and of a long-term nature and that are documented by a physician may be provided with transportation.
- e. Students enrolled in a Special Education Classroom or Program unavailable at the student's home school are provided with transportation within reasonable geographical limits.
- f. When no such specific education program is involved, parents are responsible for providing transportation for students with special education needs attending a school that is outside of their school area.
- g. One school week is required to implement transportation arrangements.
- h. Students attending Provincial and Demonstration Schools are provided with transportation via air and ground providers, arranged through the Ministry of Education.

Drivers employed by the transportation carriers must have a "B" license and a criminal background check is done before the license can be obtained. Taxi drivers must have a clean driving record and be approved by the local police commission.

Drivers are trained in the use of both hydraulic lifts and "tie-down" procedures to secure wheelchairs. Drivers also receive training to serve students with specialized transportation needs and regular first-aid training for emergency medical response through the transportation carrier. Other types of specific training, including training specific to the student they serve, may be provided as needed and upon request.

All carriers cooperate with our schools to develop specific procedures and protocols for the drivers of particular, special needs students. Emergency communications, epi-pen use, restraint systems, special pick-up and drop-off arrangements, etc. are addressed for individual students.

Accessibility

The Board's multi-year plan, for improving accessibility to schools and programs for special needs students is coordinated with our annual buildings and grounds, and school renewal planning. Accessibility needs are incorporated into renovation planning whenever possible to improve effective use of limited resources.

Addressing accessibility needs in single school communities is a priority in planning since alternatives are not available for students, as they sometimes are in multi-school communities. The needs for specific students, in specific schools, are determined annually and addressed during the summer months to provide accessibility for the new school year. The Special Education Department works with principals and Plant Department personnel to coordinate and meet needs.

The Education Centre of the Algoma District School Board is wheelchair accessible through the ground floor entrance and the elevator.

To ensure that available funds from school operations grants are directed to greatest needs, the Board, each year, reviews the student needs when planning for the coming school year. Each year, in the spring, the Special Education Department contacts the Plant Department to inform them about schools that are receiving students with access needs.

If specific school buildings can be reasonably and appropriately renovated to install ramps and/or to re-model washroom areas, and the rest of the school is accessible and safe to wheelchairs, then this work is undertaken during the summer months. If re-modeling is not feasible at the closest school to the student, then the student is transported to another school, which is physically accessible in that same community, or in the closest neighbouring community, that can accommodate these needs.

Information regarding the ADSB's Accessibility Plan is available at www.adsb.on.ca

Accessibility Committee

The ADSB Accessibility Committee was formally constituted in January 2003 and currently consists of the following members:

Brent Vallee – Superintendent of Special Education
Joe Santa Maria, Executive Superintendent of Business & Operations
David Steele, Manager of Plant
Trevor Brown – Assistant Supervisor of Plant
Kristen Viita – System Administrator – Special Education
Jen Barbeau –Secondary Vice-Principal
Lindsay Bisailon – Special Education Assignment Teacher
Amy Lawson – Itinerant Teacher of the Blind/Visually Impaired
Dan Swystun – Human Resources Officer
Chris Alfano – Health and Safety Officer
Ian Gauld – Manager of Plant – Eastern Office
Lisa Henderson – Community Representative (CEO, Thrive Child Development Centre)

Coordination of Services

Protocol for Agreements with External Providers

The ADSB has established a protocol for agreements with external providers to provide a framework for implementing agreements with external providers who wish to provide mental health, physical health or social services including assessment, counselling, therapy and/or treatment, in Algoma District School Board schools. This protocol may be viewed at www.adsb.on.ca

Early Transitions

For students entering Kindergarten that have been identified with special needs prior to registration, a formal transition process is in place. This process includes an initial “awareness” meeting among the Board and the community partner/agency that is currently providing services to the student, followed by a formal transition meeting with school-based personnel in the spring, and a follow-up meeting after beginning school in the fall. Opportunities are also provided for school personnel to visit the child care setting during the spring months. Further case conferences may be held throughout the year as needed.

During the 2020-2021 school year, transition meetings took place for 72 incoming Junior Kindergarten students.

Mental Health Supports

In Ontario, increasing mental health support for children and youth has been recognized by educational leaders as a key challenge that must be addressed. ADSB has a mental health team, which is supported by a mental health lead, mental health workers, mental health and addiction nurses (LHIN), school & attendance counselors, senior administration, school administrators, special education staff, and staff from various community partners. During the 2020 – 2021 school year, the ADSB Mental Health Team provided information regarding the Mental Health supports and strategies with Trustees, Senior Administration, community partners and schools with ADSB. Protocols are currently in place with community partners such as Algoma Family Services and Sault Area Hospitals to assist students with transitions to, from, and through care.

During this school year all board staff have participated in the following training opportunities:

- SMHO Mental Health Action Kit
- Supporting Mentally Health Return to School

During 2020-2021, the ADSB Mental Health Lead has led 103 formal transition meetings, participated in 152 Mental Health Consultations , 38 Professional Development sessions involving approximately 865 participants, and participated in 64 follow up meetings, case conferences, and/or Safe Schools proceedings, as well as 4 major events responses.

Mental Health Workers, Mental Health and Addiction Nurses, and School & Attendance Counsellors also service students and maintain an active caseload.

Section 23 Programs (Education and Community Partnership Programs)

The Algoma District School Board provides teachers for several **Section 23** programs, which include **Education and Community Partnership Programs**. The Special Education Department and agencies work collaboratively in ongoing programming and planning for the student's transition back to a mainstream setting when appropriate. When the program is in a school site, either the agency or school board personnel do an assessment of students in this program. The Algoma District School Board recognizes assessments conducted by other school boards and/or agencies when they are equivalent to the ones used by this Board. When further assessment is required, the student is placed on the waiting list but is given an interim placement, which is appropriate to the needs of the student.

There are presently seven **Section 23 Education & Community Partnership Programs**:

- Counselling Centre of East Algoma (Elliot Lake Secondary School)
- Algoma Family Services (Ben R. McMullin Public School)
- Algoma Family Services (**Algoma Education Connection**)
- Algoma Family Services (H. M. Robbins Public School)
- Thessalon First Nation (Central Algoma Secondary School)
- Indian Friendship Centre (White Pines C & V.S.)
- Northern Youth Services (Non-Residential Attendance Centre)

There is presently one (1) Section 23 Custody Programs:

- Donald Doucet Centre (2 teachers)

Special Education Staff

The Algoma District School Board utilizes teachers, professionals and paraprofessionals to support the delivery of programs and services to students with special education needs. Staff members are deployed within schools as well as on a system-wide basis. It should be noted that system-wide Special Education Staff positions listed are subject to the funding and budgetary process each year.

School-Based Special Education Staff

Special Education Resource Teachers (SERTs):

The Special Education Resource Teacher provides school-based resource support for the planning, development, and implementation of special education programs and services within the school. While the role of the SERT is quite complex, SERTs support special education programs and services by providing direct instruction to students, supporting the development of Individual Education Plans (IEPs) and the implementation of accommodations, modifications, and alternative programming, conducting assessments and preparing referrals, and fulfilling various accountability requirements (e.g. meetings, case conferences, agency contacts).

Educational Assistants

Each year, as part of the Educational Assistant Allocation process, all schools complete and submit an Allocation Request form. This form provides an overview of needs within the school that may require support from an Educational Assistant.

Special Note: No specific identification or diagnosis generates the allocation of EA support. EA support is allocated based on demonstrated intellectual, adaptive functioning, physical/medical or safety considerations that have a significant impact within the school setting.

It is expected that a student's identified areas of need within these areas will be used to establish alternative programming goals for the IEP, with the goal of supporting the student in developing increased independence within each area. For many students, it is expected that the need for EA support will decrease as the student progresses in meeting their goals.

A system-level committee composed of principals and/or vice-principals reviews the needs of each school and makes a recommendation regarding the number of EAs that may be required at each site, subject to approval of the Superintendent. These allocation numbers continue to be reviewed throughout the school year.

Once the numerical allocation for each school has been determined, EAs are assigned to schools as per the process specified in their collective bargaining agreement.

Following the assignment of a complement of EAs to a school site, individual schedules and assignments are determined by the school principal. Changes to EA schedules and/or assignments may be made at any time as determined by the principal.

During the 2020-2021 school year, the ADSB employed approximately 215 Educational Assistants to help meet the needs of the approximately 2267 exceptional students.

System-Based Special Education Staff

Special Education Assignment Teachers (SEAT)

The Special Education Assignment Teacher (SEAT) acts as a liaison between the school and system to support schools in planning, developing, implementing and monitoring special education programs and services. This may include collaborating with the school SERT and Principal to support them in conducting the IPRC and IEP development processes, as well as supporting SERTs, classroom teachers, and other staff through mentoring, demonstration, and the provision of professional learning opportunities.

Each SEAT supports a group of schools assigned by the System Administrator/ Superintendent of Special Education. SERTs and Principals are in regular contact with their assigned SEATs on all matters pertaining to special education programs and services. SEATs also work to facilitate the school's access to system-wide supports and services.

Itinerant Teachers

Teacher of the Blind/Low-Vision

An Itinerant Teacher of the Blind/Low-Vision provides direct services to students who meet the profile for services of a teacher of the blind. The amount of intervention is dependent on the students' vision and learning needs. At the system-level, a Specialist Teacher of the Blind/Low Vision provides regular and/or ongoing school-based in-service to assist school teams in meeting the needs of students, acts as a system-wide contact for any Blind/Low-Vision needs, and supports Special Equipment Allocation (SEA) claims for students.

Teacher of the Deaf/Hard-of-Hearing

Itinerant Teachers of the Deaf/Hard-of-Hearing provide direct services to students who meet the profile for the services of a teacher of the deaf. Some of these students also receive the support of an American Sign Language (ASL) interpreter to assist in meeting their program needs. At a system-level, a designated Teacher of the Deaf/Hard-of-Hearing provides program and language support for deaf students, as well as overseeing implementation of special auditory equipment to supplement student's personal hearing

aids/cochlear implants and acting as a system-wide contact for Deaf/Hard of Hearing needs.

Multi-Disciplinary Team

Autism Spectrum Disorder (ASD) Resource Facilitator

The ASD Resource Facilitator supports the achievement and well-being of students with Autism Spectrum Disorder by providing consultation, coaching, and/or capacity building support to promote the implementation of effective practices, strategies, and resources appropriate to a school setting. This may include facilitating learning opportunities, including presentations, for students, caregivers, educators and/or other professionals to extend their awareness and understanding of ASD and enhance their ability to develop and implement appropriate strategies. The ASD Resource Facilitator also provides a liaison to third-party service providers to determine how these providers can utilize designated spaces within the school to provide ABA services, or to support students' transitions into classrooms.

Behaviour Analyst:

PPM 140 established the expectation that special education programs for students with Autism Spectrum Disorder make use of the principles of Applied Behaviour Analysis (ABA), when appropriate.

The Behaviour Analyst provides the expertise to conduct both informal and formal assessments (e.g. ABLLS) and support school staff in developing and implementing programming that utilizes ABA principles in a manner appropriate to an educational setting. Support may include working collaboratively to build the capacity of school staff to conduct or interpret assessments, develop, implement, and monitor IEPs and Student Support Plans, and to implement high-yield strategies and resources that will enhance student success.

Currently, the Behaviour Analyst also provides a liaison to third-party service providers (e.g. OAP providers) to determine how these providers can utilize designated spaces within the school to provide interventions, or to support students' transitions into the classroom.

Behaviour Coach

The Behaviour Coach provides embedded coaching for school staff regarding the use of appropriate strategies, interventions, and resources for students with behaviour needs related to Autism Spectrum Disorder or other exceptionalities. This may include working collaboratively to help school staff conduct or interpret assessments, support the development, implementation, and monitoring of IEPs and Student Support Plans that incorporate the principles of Applied Behaviour Analysis (ABA), and to implement high-yield strategies and resources that will enhance student success.

The Behaviour Coach also collaborates with board staff and other stakeholders as part of our processes to support the effective transition of students with high needs.

Speech-Language Pathologist (SLP)

The Speech-Language Pathologist (SLP) provides assessment and consultation services to address the language and communication needs of the school-aged population of the ADSB. The SLP will administer various assessment instruments and observe students to evaluate student needs and suggest appropriate programming. In addition, the SLP may also provide recommendations for strategies that school teams can implement with students, including appropriate communication supports. Due to caseload, the SLP only provides direct service to students in exceptional circumstances. As part of the special education team, the Speech-Language Pathologist also collaborates with Board staff and community stakeholders on a regular basis.

Communication Support Staff

Communication Support Staff supports the achievement and well-being of students with communication needs by providing consultation services for school staff regarding the use of appropriate strategies, interventions, and resources for students with communication needs related to ASD and other exceptionalities. This may include working collaboratively to help school staff conduct or interpret assessments, support the development, implementation, and monitoring of IEPs and Student Support Plans to implement high-yield strategies and resources that will enhance student success. This may also include collaborating with board staff and other stakeholders as part of our processes to support the effective transition of students with high needs.

Learning Disabilities Resource Facilitator

The Learning Disabilities Resource Facilitator supports the achievement and well-being of students with learning disabilities by facilitating learning opportunities for students, caregivers, and Board staff to extend awareness and understanding of the strategies and resources necessary to enhance achievement and well-being and promote the development of self-advocacy skills. The LD Resource Facilitator provides consultation, coaching, and/or capacity building support to promote the implementation of effective practices, strategies, and resources, conducts presentations and other learning opportunities for students, parents, and service providers on issues related to learning disabilities and collaborates with other staff to support the transition of students.

Mental Health, Counselling and Attendance Services

Mental Health Lead (MHL):

The MHL provides expertise to support staff understanding of mental health and addictions issues, develop protocols related to mental health/addictions, and facilitates the implementation of the Board-wide Mental Health & Addictions Strategy.

The MHL works with school and system leaders in the ADSB and district to further develop, implement, and communicate a comprehensive Board Mental Health & Addictions strategy that promotes positive child and youth mental health.

This may include working with Board personnel and community partners to enhance an integrated system of pathways to care, and to facilitate access to resources for students and their families as part of the Algoma Model. In the case of students that have received tier three support services through community providers (e.g. Sault Area Hospitals) the MHL acts as a liaison to facilitate the process to helping the student transition back to school. At the system level, the means that the MHL conducts district needs assessment and resource mapping to identify specific service delivery gaps in the area of mental health and addictions for students.

The MHL also assists schools in the selection and implementation of mental health promotion and prevention programming strategies, as well as serving as a liaison for provincial mental health initiatives. This involves a process of collaborate and plan with other mental health leaders across the province to share learning and to provide input to the development and implementation of provincial resources.

The Mental Health Lead also provides assistance and clinical supervision to support the work of the Mental Health Workers and the School & Attendance Counsellors.

Mental Health Worker

Mental Health Workers provide direct mental health support services and/or other mental health supports to secondary school students on issues impacting their achievement and well-being, including but not limited to crisis intervention, anger management, problem-solving; grief & loss; social skills, interpersonal relationships, bullying and harassment, stress management.

This may include connecting with families to engage caregivers as part of the planning and intervention process as appropriate; facilitating access to mental health supports and services for students requiring Tier Three supports through initial referrals and follow-ups to community mental health and social services providers; and coordinating school supports with community-based services for students and families by facilitating the ADSB transitions process available for students moving to/through/from care.

Mental Health Workers also help to provide 'evidence-based' strategies for educators/school administrators to support mental health promotion and prevention in ways that align with school-based IEPs, support plans, and/or health treatment plans and deliver professional learning opportunities to support the mental health needs of students.

School & Attendance Counsellors

School & Attendance Counsellors provide tier one and tier two supports to students. Support may include a brief services model of individual and/or group counselling that utilizes a social-emotional problem-solving model. Support is provided to address issues impacting upon students' well-being and achievement. Such issues may include anger management, grief & loss, social skills development, interpersonal relationships, bullying and harassment, stress management and/or crisis intervention. School and Attendance Counsellors also take on a lead role in supporting students as part of the ADSB Response to Traumatic Events Team.

In the case of students that may require "tier three" support of a more intensive nature, School & Attendance Counsellors help facilitate the referral of students and families to community agencies (e.g. AFS, Sault Area Hospitals) that have the required infrastructure to provide such supports.

School & Attendance Counsellors also provide attendance support services as part of the process of enforcing Education Act legislation and regulations associated with compulsory school attendance.

Special Education Department Staff 2020-2021

Superintendent of Special Education & Mental Health – Brent Vallee

System Administrator Special Education & Mental Health – Kristen Viita

- Confidential Secretary to the Superintendent – Charlene Phillips (945-7297)
- Special Education Department Clerk – Colleen D'Orazio (a.m.) (945-7272)

Testing Services (Contracted)

- Psychologist – Dr. Bruce Linder (consultation)
- Psychological Associate – Penny Poisson-Lawrence
- Psychological Associate – Dona Menard-Calder
- Psychometrist – Enrico Schiruu

Special Education Assignment Teachers

- Heather Whitfield (East)
- Shaun Labine
- Julie Hodgkinson
- Marie Morin – Strom

Itinerant Teachers (System-Wide Responsibilities)

- Teacher of the Blind/Low-Vision: Amy Lawson
- Teacher of the Deaf/Hard-of-Hearing: Lindsay Bisailon

Multi-Disciplinary Team

- Speech Language Pathologist: Lianne Vezeau
- Speech Language Pathologist: Sara Amato
- Communication Support Staff: TBA
- ASD Resource Facilitator: Carolyn Nadeau
- ASD Resource Facilitator: Laura Austin
- Behaviour Analyst: Chris Bartko (on leave)
- Behaviour Coach : Debbie Iozzo
- LD Resource Facilitator: Sarah Anich-Mansfield

Mental Health Lead – Darryl Fillmore

Mental Health Workers: Kassidy Henderson, Terri Finalyson

School and Attendance Counsellors:

East: Melissa MacDonald, Shelley Shamas, Inez Williams

Central: Jerry Martin, Kelsey Dugas, Michelle Pearson, Mary Ellen Perlini, Christina Williams, Desire Mitchell, Sarah Mador, Marnie Tarantini, Shawna Thomas, Olivia Trussler, Karli Lee

North: Wende Cameron

SPECIAL EDUCATION STAFF

2020 – 2021 Elementary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs SERTs (Special Education Resource Teachers)	24.15	Special Ed. Pt. 1 minimum
1.2 Teachers for self-contained classes LEAD classes, special education classes	23	Sp.Ed.Pt. 1
2. Other special education teachers		
2.1 Itinerant teachers	2.9	Teacher of the Deaf Special Education .Pt.1
	1.5	Teacher of the Blind Specialist, Special Education Pt. 1
2.2 Special education system administrators	.7	Specialist Sp. Ed.
2.4 Special Education Assignment Teachers	1.0	JK – 12 support
3. Educational assistants in Sp.Ed.		
3.1 Educational assistants	173	C.Y.W. , D.S.W. S.S.W
4. Other professional resource staff		
4.1 Psychologists	.6	Reg'd. Psychologist, Psych.Assoc.
4.2 Speech-language pathologists	1.8	Reg'd. Sp. Lang. Path. (M.Sc.,M.A. Comm. Disorders)
4.3 ABA Support Staff	4.0	
4.4 Occupational therapists	0	
4.5 Physiotherapists	0	
4.6 Social workers	9	B.A.,B.S.W.plus related social qual
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	Contractual as needed
5.2 Oral interpreters	0	
5.3 sign interpreters	2.5	B.A. plus A.S.L.
5.4 transcribers	0	
5.5 Interveners	0	
5.6 Auditory-verbal therapists	0	

2019-2020 Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	10.33	Special Ed. Pt. 1 minimum
1.2 Teachers for self-contained classes	10.83	Sp.Ed.Pt. 1
2. Other special education teachers		
2.1 Itinerant teacher		Teacher of the Deaf
2.2 Teacher diagnosticians		
2.3 Special education system administrators	.3	Specialist Sp. Ed.
2..5 Special Education Assignment Teacher	3.0	JK-12 Support
3. Educational assistants in Sp.Ed.		
3.1 Educational assistants	31	C.Y.W. , D.S.W.
4. Other professional resource staff		
4.1 Psychologists	.4	Reg'd. Psychologist
4.2 Psychometrists	0	M.A.
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0.2	Sp. Lang. Path.
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	8	B.A.,B.S.W.plus related social qual
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	Contracted as needed
5.2 Oral interpreters	0	
5.3 sign interpreters	0	
5.4 transcribers	0	
5.5 Interveners	0	
5.6 Auditory-verbal therapists	0	

Staff Professional Development

The overall goal of the staff professional development plan is to ensure the continuous growth and development of the professional practice(s) of staff involved in the delivery of special education programs and services.

The System Administrator and Superintendent of Special Education attend all SEAC meetings and present monthly professional development reports. In addition, members of SEAC share opportunities for professional development provided by their agencies with staff, and present their concerns regarding the learning needs of the system. Staff speak at community meetings and also attend local community workshops.

Special Education staff visit schools on a regular basis, consult with SERTs and provide input on required areas for professional development to the Superintendent for Special Education. As a result, training sessions are developed to instruct specific staff on areas which are required to deliver programs and services to special needs students.

Experienced teachers and board professionals run workshops and on-line professional development for other board staff. When new legislation and/or policy is developed, the special education staff attends Ministry training sessions. They, in turn, train teachers and principals from their family of schools, who will train other personnel at their schools. The SERT in each school is responsible for much of the training in the school, and regular meetings/professional development sessions for SERTs are held each year.

When specialized training outside the expertise of Board personnel is required, arrangements are made with other agencies to provide and share costs associated with the workshops.

Specific Professional Development

A range of specific professional development opportunities is provided each year for regular class teachers, special education teachers, professionals, support staff, administrators and parents. It is the intent of the Special Education Department to establish priorities for in-service every year. COVID-19 restrictions have impacted our ability to provide professional learning opportunities over the past year. However, opportunities provided during the 2020-2021 school year included the following:

Conferences, Workshops	Special Education <i>Department Staff</i> Superintendent of Education System Administrator for Special Education SERTs	Aug - LD@School Conference (Virtual)	
Behaviour Management Systems (BMS)	Principals and Vice-Principals Senior Administration Educational Assistants Early Childhood Educators	Focus on preventative measures and safety when dealing with aggressive behaviours	Re-certification training for selected groups
Autism Awareness Supplement (BMS)	Specialized Classroom Teachers Educational Assistants Early Childhood Educators Principals & Vice-Principals Senior Administration	Introduction to Autism Spectrum Disorder and Strategies for working with students.	Training for selected groups that had missed prior opportunities
Special Education Resource Teacher Sessions	Elementary Special Education Teachers Secondary Special Education Teachers Special Education Department Staff	Topics include: SERT scheduling, Edsebli SIS engine, Accommodations, Modifications, Alternative Programming, Thinking in Tiers, Assessment & Evaluation, Language Development, Literacy & Numeracy Intervention Executive Functioning, Assistive Technology	Weekly for Elementary, Bi-Weekly for Secondary from September through June
Principal Special Education Sessions	Elementary & Secondary Principals	Topics Included Mental Health, Physical Intervention Policies & Procedures, Developing Modified and Alternative Programming, Thinking in Tiers, Assessment & Evaluation	September-June
ASD Certificate Training (Sonderly)	Administrators, Teachers, Educational Assistants, Early Childhood Educators	Various Certificate Courses provided via on-line learning funded by the Ministry.	February-June

Designated Space

The Algoma District School Board continued to participate in the ongoing pilot project regarding dedicated space in schools for ABA therapy: This approach was intended to explore the provision of dedicated space on a school site for external Applied Behavioural Analysis (ABA) practitioners to provide direct service to students with ASD. In ADSB, the dedicated space is being piloted at Parkland Public School, as well as satellite locations at a variety of elementary schools.

Behaviour Management Systems/Autism Awareness Training

Behaviour Management Systems is an Ontario-based program developed by educators for educators to safely and effectively manage student behaviours in a way that is safe for both students and staff member(s).

The philosophy behind Behaviour Management Systems complements ADSB's *Guidelines for Working with High Needs Students* as both strongly support the importance of knowing the child, understanding the function and possible “triggers” of a behaviour, and emphasize the use of calming and de-escalation techniques.

To date, approximately 500 ADSB staff have been trained in Behaviour Management Systems.

Autism Awareness Supplement

In addition to providing BMS re-certification, ADSB certified trainers provide an Autism Awareness Supplement that has been developed to augment the regular BMS training. Our trainers provided training with the following employee groups:

- Senior Administration
- Principals and Vice-Principals
- Educational Assistants
- Early Childhood Educators
- Elementary Teachers

Empower Reading

During the 2020-2021 school year, the ADSB expanded implementation of the Empower Reading program into three more schools, in addition to the five schools that began the program in 2018-2019, and seven schools that began in 2019-2020.

The Empower website <http://www.sickkids.ca/empower> describes Empower as a series of remedial reading programs designed to address the core learning problems of children who struggle with reading. Various program offerings offer remediation in decoding and word reading, spelling, vocabulary development and text comprehension. Empower

Reading provides a comprehensive approach to teaching children with various levels of reading disabilities the skills needed to decode words, analyze text, and successfully learn to read and gain knowledge from written materials. Of the programs that Empower currently offers, the ADSB utilized the Gr. 2-5 Spelling and Decoding program as our pilot.

Empower is currently being implemented by SERTs in the schools selected for the project. This involved a commitment to a) participate in all Empower training sessions; b) implement the Empower program with a selected group of 6-8 students; and c) participate in any feedback, data collection, etc. that was needed.

Addressing A Concern

The following provides a step-by-step list of personnel to whom concerns regarding special education programs and/or services (e.g. IPRC, programming, progress) should be addressed:

- a) Classroom teacher
- b) Special Education Resource Teacher
- c) Principal or Vice-Principal
- d) Special Education Assignment Teacher
- e) System Administrator for Special Education
- f) Superintendent of Special Education
- g) Director of Education
- h) Board of Trustees/Chair of the Board
- i) Ministry of Education

Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee of the Algoma District School Board holds monthly meetings during the school year. Usually, meetings take place on the last Tuesday of the month from September through March, and the first Tuesday of the month from April through June. Meetings usually occur at noon in the DT Walkom room of the Education Centre. SEAC information and meeting dates are published on the ADSB web site: www.adsb.on.ca

SEAC meetings enable each member association to provide input on the particular needs of the association they represent, to bring valuable information from association members, to work collaboratively with the Board to ensure that the needs of all exceptional students are met, and to advise the Board about Special Education programs and services. SEAC meetings also provide the opportunity for Special

Education personnel to keep SEAC members up to date on Board initiatives, activities, and programs and services for students with special education needs.

The chair of the SEAC reports all correspondence to the membership. Often, letters of concern are received from other school boards to provide information or request the support of the Algoma SEAC. The Algoma SEAC will also write letters promoting special education to the Ministry of Education.

The System Administrator and Superintendent of Special Education, and two trustees attend all meetings and are thus able to respond directly to concerns from members about pending legislation, new programs, budget questions, etc. SEAC may make recommendations to the Board on a variety of Special Education topics, and participates in the annual review of the Special Education Plan, and in the review of the annual budget and finances for Special Education.

Meetings of the SEAC are open to the public. The contact numbers for SEAC members are noted on the Board's website.

Guidelines for Selecting Members

SEAC members are appointed by the Algoma District School Board.

They serve for the same term as the Board of Trustees. A new SEAC is formed every four years following the election of the board of trustees.

SEAC members must be qualified to vote for Trustees of the board and must be resident in its jurisdiction.

SEAC members consist of representatives from local associations that operate locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board. It is also possible for organizations to nominate one alternative for each representative. The Board also has the option to appoint a member-at-large to represent the interests of the community.

One SEAC member (and an alternate) is also appointed to represent the interests of First Nations pupils. This member is nominated by the North Shore Tribal Council and appointed by the Board. The qualifications outlined above are not required of this member.

Selection Process

Nomination letters from local associations are sent to the Superintendent of Special Education. Recommendations for appointment are made to the Board for approval at a board meeting.

Local associations may apply at the beginning of each school year to nominate a member of the Algoma District School Board SEAC.

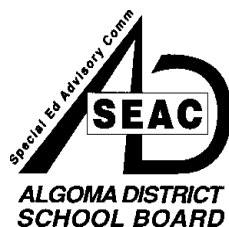
If a member is unable to fulfill their term in office, the association may nominate an alternate to fill the position and will notify the Board in writing of their intent to nominate the alternate.

The alternate's name may then be recommended to the Board of Trustees for approval. Should the association be unable to find a suitable replacement, the association would notify the Board of their intent to withdraw from the SEAC.

Roles and Responsibilities of SEAC

In keeping with legislation set out in Regulation 464/97, 11, 12(1), (2) of the *Education Act*, the roles and responsibilities of the SEAC include:

1. To further the interests and well-being of groups of exceptional children or adults;
2. To provide important advice on special education;
3. May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
4. To be provided with the opportunity to participate in the annual review of the board's Special Education Plan; and
5. To participate in the board's annual budget process as it relates to special education.



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE**

2018-2022

Name	Organization/Interest	Work Phone
MICK, Pat *CHAIR*	Member-At-Large	705-779-2403
BARBEAU, Margaret	Community Living Algoma	705-253-1700
GAUTHIER, Amanda	THRIVE Child Development Centre	705-759-1131 X229
LAMBERT, Lori	Algoma Public Health - Infant & Child Development Program	705-942-4646 X30258
CUTLER, Hilary	Algoma Public Health – Infant & Child Development Program (Alternate)	705-942-4646
KITTS, Sherri	North Shore Tribal Council	705-946-3933 X 217
YOURCHUK, Marnie	North Shore Tribal Council (Alternate)	705-844-2340 X410
EVANS, Sheryl	Trustee – ADSB	705-943-9072
REID, Russell	Trustee – ADSB	705.856.2861
MYERS, Susan	Trustee- ADSB (Alternate)	705-256-6128
ADMINISTRATION		
VALLEE, Brent	Superintendent of Education – ADSB	705-945-7297
VIITA, Kristen	System Administrator - ADSB	705-945-7111 ext 10258
PHILLIPS, Charlene	Recording Secretary - ADSB	705-945-7297

Parent's Guide to Special Education



*Confident learners,
caring citizens.*

Algoma District School Board

ADSB Mission, Vision and Values

Mission

Confident learners, caring citizens.

Vision

In partnership with our stakeholders, the Algoma District School Board will create a collaborative learning community where all flourish as confident learners who see themselves as capable, self-directed and open to learning and as caring citizens who value good character and contribute positively to our communities.

Values

We are guided by

- ADSB character traits
- Lifelong learning
- Empathy
- Ethical relationships
- Equity and inclusion
- Accountability



ADSB Model for Special Education

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we also recognize that some of the families we serve may, when appropriate, prefer to access a specialized classroom or program to enhance the achievement and well-being of their learners. This model of special education program and service delivery provides an approach that allows us to serve students with special education needs from entry into Kindergarten through to graduation from the school system.

The Purpose of This Guide

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. The purpose of this guide is to provide you with information about the processes and procedures involved in identifying a pupil as “exceptional”, determining the pupil’s placement, and ensuring that appropriate special education programs and services are in place to enhance student achievement and well-being.

If, after reading this guide, you require more information, please contact your child’s school and/or special education department staff as outlined in the section on *Accessing Special Education Programs and/or Services for your Child*.

Definitions

Exceptional Pupil: The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.”

Special Education Program: A Special Education Program for an exceptional pupil is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education Services: Special Education Services are defined as facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Accessing Programs and/or Services For Your Child

When a concern is brought forward from the school or to the school, special education begins. The following steps may be helpful in providing an overview of the process of accessing programs and/or services for your child:

1. Contact your child’s classroom teacher about your concerns. Sharing information and developing a collaborative plan between home and school is invaluable in

supporting and encouraging your child. This may be all that is needed to remediate learning difficulties.

2. If it appears that further consultation is required, the teacher will suggest that the In-School Education Team (ISET) meet to discuss your child's needs. This school-based team includes the Special Education Resource Teacher, other teaching staff members and, usually, the principal or vice-principal. The purpose of this meeting is to discuss school-based strategies and interventions to support your child. The Special Education Resource Teacher may also be able to do some informal testing of your child's specific learning needs to obtain further information.
3. If needs persist after implementing the strategies suggested by the ISET, the school will contact staff from the special education department to discuss your child's needs. Special Education Department staff can help to support the school by helping to determine specific needs, offering suggestions and/or strategies for interventions, discussing further assessment (informal or formal) options, and/or recommending consultation with members of the board team or an outside agency.
4. If the school believes the student may be a candidate for formal testing, a referral package will be completed and submitted to the special education department for approval during an appropriate intake period. In some cases, depending on the student's needs, referral to an outside agency (e.g. Community Living Algoma) may be the most appropriate option. If/when formal assessment has occurred, the results are shared with the family, and a recommendation may be made to convene an Identification, Placement, Review Committee (IPRC).
5. If the documentation supports the identification of an exceptionality (based on established Board criteria), an IPRC will be arranged. This may take place at the school or system level, depending on the placement options to be examined. After students are identified through the IPRC process, an Individual Education Plan must be prepared.
6. Your child's Identification and Placement continue to be reviewed by an IPRC on a regular basis (at least yearly). An Individual Education Plan, including specific educational expectations, an outline of special education programs and services, information about methods to review progress, and a transition plan is formally developed, in consultation with you as the parent, for each reporting period (September–January and February–June). The IEP must be completed within 30 days after the student has been placed in the program (the start of each reporting period), and the Principal must ensure that the parent receives a copy.

Categories, Exceptionalities, and Definitions

Exceptionality	Ministry of Education Definition
Category: Behaviour	
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 to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Category: 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 & Hard of Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.
Language Impairment	A learning disorder characterized by 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 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	One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; results in a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction
Category: Intellectual	
Giftedness	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.

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.
Category: Physical	
Blind & Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Physical	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.
Category: Multiple	
Multiple	A combination of learning or other disorders, impairments, or physical handicaps, 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, or disabilities.

The Identification, Placement, Review Committee (IPRC)

An Identification, Placement, Review Committee (IPRC) determines whether a student should be **identified** as exceptional according to the categories and definitions of exceptionalities provided by the Ministry of Education, decides the appropriate **placement** for the student; and **reviews** the identification and placement at least once in each school year.

Regulation 181/98 requires that all school boards establish IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board.

Convening An IPRC Meeting

An IPRC meeting may be convened in one of two ways.

- 1. Upon receiving a written request from a student's parent(s)/guardian(s), the Principal of the school must refer the student to an IPRC.**

This usually occurs when a parent has received documentation or other assessments from an outside professional, which, in discussion with the school, is found to be compatible with the Board criteria for identification.

- 2) The Principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC.**

This usually occurs when staff from the Board's special education department have assessed the student and found that the student's profile meets the Board criteria for Identification.

Who May Attend The IPRC Meeting?

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers. Although parents are not, by Ministry regulation, a member of the committee, they are an integral part of the collaborative process.

The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, has the right to attend the IPRC meeting

Either the parent or the Principal of the student's school may make a request for others to attend the IPRC meeting. These may include:

- If required, other resource people such as the student's teacher, Special Education Resource Teacher, Board support staff, or the representative of an agency, who may provide further information or clarification;
- a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student; and
- an interpreter, if one is required, e.g., sign language, oral, specific language.

Prior to The IPRC Meeting

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

At least 10 days before the IPRC meeting date, the Principal of the school will provide written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's identification and placement.

This letter will provide notification of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Prior to the IPRC, background information will be collected from a variety of sources, which may include, but not limited to, the OSR, information from parent/guardian, assessment information, assessments from external sources (which will be reviewed by appropriate Special Education staff), information from outside agencies (where appropriate), medical information, and/or information based on the observations and insights of the classroom teacher.

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.

If parents are unable to attend the scheduled meeting.....

- contact the school principal to arrange an alternative date or time; or
- let the school principal know you will not be attending, but give permission for the meeting to occur in your absence. As soon as possible after the meeting, the principal will forward to you, for consideration and signature, the IPRC's written statement of decision, noting the identification and placement and any recommendations regarding special education programs and services.

The IPRC Meeting

The role of the Chair (usually the principal) is to:

- Establish a warm, welcoming environment
- Introduce all participants and establish the purpose of the meeting
- Lead the discussion and encourage input from all participants
- Ensure that all relevant information is shared
- Keep the meeting focused and bring closure to the discussion
- Summarize the decisions, explaining them clearly
- Ensure that the necessary documentation has been completed
- Secure signatures as appropriate.

During the meeting, the Committee will review available information about the student. They will:

- consider educational assessments;
- consider a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
- interview the student, with your permission, if the child is less than 16 years of age, if they feel it would be useful to do so;
- consider any information that the you submit about your child or that the student submits if he or she is 16 years of age or older; and
- consider any information submitted to the Committee that it considers relevant.

The IPRC may also discuss any proposal made about a special education program or special education services for the student. However, the role of the IPRC is to determine identification and placement – the committee does not make decisions regarding programming and services.

You, as the parent, 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 on Identification and Placement.

Following the IPRC meeting, parents will receive a copy of the IPRC Statement of Decision and a copy will be placed in the student's OSR.

Statement of Decision

The IPRC's 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's description of your child's strengths and needs;
 - the IPRC's placement decision; and
 - the IPRC's 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, the reasons for that decision.

If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with identification and placement decisions made by the IPRC.

The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC has identified your child as exceptional and you have **agreed** with the IPRC identification and placement decision, 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.

If you require additional time to consider the IPRC decision, the signing of the form is delayed until you are ready to sign your agreement, or you indicate your plan of action as a result of your disagreement with the decision.

However, if the IPRC is not signed within 31 days of receipt and the process to reconvene or an appeal has not been initiated by you as the parent(s)/guardian(s), the Principal will notify you in writing that the IPRC decision/placement is being implemented.

Review of the Placement

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/guardian, 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 three months.

The review IPRC considers the same type of information that was originally considered;

With your written permission, the IPRC conducting the review, will consider the progress your child has made in relation to the IEP.

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.

Disagreeing with the IPRC Decision

If you **do not agree** with either the identification or placement decision 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:

***Lucia Reece, Secretary of the Board
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7***

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

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

Appealing 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 above, give notification of your intention to appeal the decision to:

***Lucia Reece, Secretary of the Board
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7***

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

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 (one of whom is to be selected by you, the parent/guardian) who have no prior knowledge of the matter under appeal;
- 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/guardians and board both 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/guardian, 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 recommendations within three days of the meeting ending; it may:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make recommendations to the board about your child's identification, placement, or both;
- the appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendation;
- 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 appeal board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the appeal board's decision.

The Individual Education Plan (IEP)

An IEP must be developed for a student who is identified as exceptional through the IPRC process, in consultation with you as the parent. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student's progress will be reviewed; and
- a transition plan (all students with an IEP must have a yearly transition plan).

The IEP must be completed within 30 days after the student has been placed in the program, and the Principal must ensure that the parent receives a copy.

Special Education Placement

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we recognize that some of the families that we serve may, when appropriate, prefer to access a specialized classroom or program to enhance the achievement and well-being of their learners.

Types of Placements

There are five different types of placement options available within the Algoma District School Board to meet the needs of students in the most appropriate environment. In addition, several other options (e.g. demonstration schools, section 23 programs) exist that fall outside of the ADSB but are available for students. Placement decisions are made by the IPRC, which will determine the placement that best suits the student's needs.

Regular Classroom Placements

- **Indirect Support:** Students with special education needs who are enrolled in a regular class and are receiving direct instruction from a regular classroom teacher to whom the Board provides specialized consultative services.
- **Resource Assistance:** Students with special education needs who are enrolled in a regular class and are receiving direct specialized instruction, individually or in a small group, within the regular classroom from a special education teacher. Note: this placement does not imply that the student will receive specialized instruction on a daily basis, but that they will receive specialized instruction on an established schedule.
- **Withdrawal Assistance:** Students with special education needs who are enrolled in a regular class and are receiving instruction outside the regular classroom for part of the school day from a special education teacher. Generally, this placement is used for students that receive services from an itinerant teacher (e.g. Itinerant Teacher of the Deaf/Hard-of-Hearing) or participate in a specific program (e.g. LSP, ISP).

Special Education Programming in the Regular Classroom: Accommodations, Modifications, and/or Alternative Programming

In keeping with the expectations of the Ministry of Education, it is expected practice within the Algoma District School Board for regular classroom teachers to implement accommodations, modifications, and/or alternative programming for students with special education needs.

- **Accommodations:** The term accommodation refers to the special teaching and assessment strategies, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.
- **Modifications:** Modifications are changes made in the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required

in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.

- **Alternative Programming:** Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Alternative programming expectations are individualized for the student and generally focus on preparing the student for daily living. Examples of alternative program expectations may include social skills, orientation or mobility training, and/or self-regulation skills. Alternative programming may be provided in both the elementary and secondary panels.

Specialized Classroom or Program Placements

Specialized placements may be available based on the need for specialized supports that go beyond what can be provided within a regular classroom. The duration of the special placement is determined by the success of the intervention, the nature of the need and consideration of parental wishes. A Special Education Department committee reviews the progress of students in specialized placements on a regular basis and makes recommendations to the IPRC of the continued need for the specialized placement.

- **Special Education Class with Partial Integration:** Students with special education needs who are enrolled in and attending a self-contained special education class or program and are integrated for at least one instructional period daily.
- **Special Education Class Full Time:** Students with special education needs who are enrolled in and attending a special education class (in accordance with Regulation 298, section 31) for the entire school day. Opportunities for integration into age appropriate classes are arranged.

Specialized Classroom or Program Placements Available in ADSB

Integrated Support Program:

Students with behavior or self-regulation needs (supported by a Behaviour or ASD identification) may be placed into the *Integrated Support Program (ISP)*. Students in the program receive academic programming as part of the regular age-appropriate class with accommodations or modifications as required. The *ISP* teacher and support team will also provide specific blocks of alternative programming focused on self-regulation and social skills, as outlined in the *Individual Education Plan (IEP)*. In addition, the *ISP* room functions as a resource room that students in the program may access for additional support as and when necessary. Students in this program work towards Ontario curriculum expectations as well as alternative expectations focused on self-regulation and/or social skills.

Program Locations: Ben R. McMullin (P/J)
Pinewood Public School (P/J)
Isabel Fletcher Public School (P/J)
Superior Heights Intermediate (I)

Learning Support Program (LSP):

Students with a mild cognitive delay may be enrolled in the *Learning Support Program (LSP)*. These students receive instruction in most subject areas as part of the regular, age-appropriate class with accommodations and modifications as required. LSP students also receive focused instruction in literacy and numeracy through a withdrawal/partial integration model from the *LSP* teacher. Instruction in these areas is individualized based on student learning needs, modified from regular grade-level expectations, and emphasizes an active, hands-on approach to learning. Students in this program work towards Ontario Curriculum expectations at a modified level, and receive accommodations or alternative programming as outlined in the *IEP*. Note: In smaller communities, similar programming may be provided through the Special Education Resource Teacher and/or an Itinerant Learning Support Teacher.

Program Locations: Kiwedin Public School (Junior)
White Pines Intermediate (Intermediate)

Practical Learning Classroom:

The *Practical Learning Classroom (PLC)* focuses on supporting the development of adaptive functioning skills including self-help, social, self-regulation, and communication skills, along with instruction in functional academics (literacy and numeracy). This program is available for students with a developmental delay. Students in this program work towards alternative program expectations, including functional literacy and numeracy, rather than the Ontario Curriculum expectations. Students may be integrated into the regular age-appropriate classroom for a variety of learning opportunities.

Program Locations: Anna McCrea Public School (J/I)

Structured Learning Classroom

The *Structured Learning Classroom (SLC)* focuses on helping students with Autism Spectrum Disorder develop communication, self-regulation, and social skills, as outlined in *Policy & Program Memorandum (PPM) 140*. Academic instruction is focused on functional literacy and numeracy expectations. Students in this program usually work towards alternative program expectations, including individualized literacy and numeracy expectations, rather than the regular Ontario Curriculum expectations.

Program Locations: Greenwood Public School (P/J)
Parkland Public School (P/J)
River View Public School (P/J)

HM Robbins Public School (P/J)
Northern Heights Public School (J/I)

LEAP (Learning for Enhanced Achievement Program)

These programs are designed to meet the special education needs of smaller communities at the elementary level. Any number of different exceptionalities may be included in these programs. Although the profile of each program is specific to the individual setting, the focus is on integration in the regular classroom with withdrawal/resource support for individualized instruction through modified and/or alternative programming (as appropriate). Students are accepted into the program based on prioritized and identified needs of the school(s). These programs are school-specific and students are prioritized by need.

Program Locations: **Blind River Public School**
 Elliot Lake Intermediate

DARE (Developing Alternative Realistic Expectations)

The DARE program is a non-credit Grade 9 & 10 program designed for students that have a mild cognitive delay. Students enrolled in this program may be identified with a variety of exceptionalities including MID, ASD with mild cognitive delay, and/or a Developmental Disability with appropriate adaptive functioning. This is a transitional program that provides students with a functional academic program, while also developing hands-on, everyday life skills that will be needed for future work readiness.

Note: students entering this program require the adaptive functioning skills needed to independently follow the regular routines of a secondary school (e.g. independent lunch hour, class transitions, bus transportation).

Program Location: White Pines

Field School Programs:

The Field School program is a non-credit workplace program designed to help students reach a readiness level for employment, community placement, or further education (through programs such as the *Community Integration through Cooperative Education Program* at Sault College). Students are assigned to one of the three Field School sites and rotate through various job placements, while also working on functional academics, social skills and life skills within a classroom setting. Beginning in Grade 11, this program is available to students that have demonstrated the requisite level of independence to function effectively in a work environment.

Program Location: Canadian Bushplane Heritage Centre
 F.J. Davey Home
 Station Mall

Community Education Program

The Community Education Program provides focused instruction in functional academics (literacy and numeracy) along with alternative programming focused on developing self-care, social, self-regulation, and communication skills. Students participate fully in all school-wide events and activities. Regular outings and excursions within the community are an important aspect of the program.

Program Location: Superior Heights

Students at Risk Today (START)

This credit-earning program, available to students from across the ADSB, supports students with various needs and may provide a re-engagement opportunity for students who have not met with success in mainstream programming. Students in START may have mental health challenges, behaviour concerns, attendance needs or substance abuse issues. START focuses on social skills needed for students to be successful in mainstream classes, in a work placement, and in the community. Class sizes are smaller, with increased adult support, to enable students to work to their full potential. In the START program, students have individualized timetables, and have access to counselling and other services through Algoma Family Services.

Program Location: Korah

Learning for Emotional and Academic Development (LEAD)

These classes are designed to meet the special education needs of smaller communities at the secondary level. Programs are individual to each school based on needs. Any number of different exceptionalities may be included in these classes, with the maximum number of students being 14-16, depending on the severity of the exceptionality. The focus is on individual instruction with as much integration into the regular classroom as appropriate. Students follow an individualized academic program with a strong focus on social and life skills. Students are accepted into the program based on prioritized and identified needs of the school(s).

Program Locations: Central Algoma Secondary School
Elliot Lake Secondary School
W. C. Eaket Secondary School
Michipicoten High School

Ministry's Provincial And Demonstration Schools

The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

- provide education for students who are deaf or blind, or who have severe learning disabilities;

- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide pre-school home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services; and,
- play a valuable role in teacher training throughout the province.

Provincial and Demonstration schools throughout Ontario provide programs and services for deaf, deaf-blind, and severely learning-disabled students. Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

The following is a list of Provincial and Demonstration schools within the Province of Ontario.

Provincial Schools for the Deaf	<i>Provincial Demonstration Schools (LD)</i>
Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Phone: 905-879-2851 TTY: 905-878-7195	Trillium School 347 Ontario Street South Milton, ON L9T 2X9 Phone: 905-879-8428
Robarts School P.O. Box 7360, Station E London, ON N5Y 4V9 Phone and TTY: 519-453-4400	Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Phone: 519-453-4408
Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Phone and TTY: 613-967-2823	Sagonaska School 350 Dundas Street West Belleville, ON K8P1B2 Phone: 613-967-2830
<i>Provincial School for the Blind & Deaf-Blind</i>	<i>Francophone School for the Deaf and for Those with Learning Disabilities</i>
W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Phone: 519-759-0730	Centre Jules-Léger 281 rue Lanark Ottawa ON K1Z 6R8 Phone: (613) 761-9300

The school board currently has **two** students attending a provincial demonstration school. When attending these schools, students are transported to the nearest airport.

They are accompanied by a guide at the airport and transported to the provincial schools each Monday. They return home every Friday.

Further information regarding Provincial and Demonstration Schools is available in the Algoma District School Board Special Education Plan.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) of the Algoma District School Board holds monthly meetings during the school year. SEAC information and meeting dates are published on the ADSB web site: www.adsb.on.ca

SEAC meetings enable each member to provide input on the particular needs of the association they represent, to bring valuable information from their association, to work collaboratively with the Board to ensure that the needs of all exceptional students are met, and to advise the Board about Special Education programs and services. SEAC meetings also provide the opportunity for Special Education personnel to keep SEAC members up to date on Board initiatives, activities, and programs and services for students with special education needs. SEAC may make recommendations to the Board on a variety of topics related to special education, and participates, both in the annual review of the Special Education Plan, and in the review of the annual budget and finances for Special Education.

The chair of the SEAC reports all correspondence to the membership. Often, letters of concern are received from other school boards to provide information or request the support of the Algoma SEAC. The Algoma SEAC will also write letters promoting special education to the Ministry of Education.

The System Administrator for Special Education, the Superintendent of Education, and two trustees attend all meetings and so are able to respond directly to concerns from the members about pending legislation, new programs, budget questions, etc.

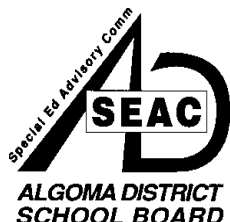
Meetings of the SEAC are open to the public. A list of SEAC members may be found on the following page as well as the board website.

Organizations Available to Assist Parents

Many parent organizations are available to provide information and support to parents of exceptional children. Please contact your child's school for more information.

The following organizations are currently represented on the Special Education Advisory Committee:

- ♦ Thrive Child Development Centre – 705-759-1131
- ♦ Community Living Algoma –1-800-448-8097
- ♦ Algoma Public Health Infant & Child Development Program – 705-942-3103
- ♦ North Shore Tribal Council (representing local First Nations) – 705-844-2340
- ♦ Learning Disabilities Association of Sault Ste. Marie – 705-759-2554, ext. 27



ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
2018-2022

Name	Organization/Interest	Work Phone
MICK, Pat *CHAIR*	Member-At-Large	705-779-2403
BARBEAU, Margaret	Community Living Algoma	705-253-1700
GAUTHIER, Amanda	THRIVE Child Development Centre	705-759-1131 x229
LAMBERT, Lori	Algoma Public Health - Infant & Child Development Program	705-942-4646 x30258
CUTLER, Hillary	Algoma Public Health – Infant & Child Development Program (Alternate)	705-942-4646
KITTS, SHERRI	North Shore Tribal Council	705-946-3933 x410
YOURCHUK, Marnie	North Shore Tribal Council (Alternate)	705-844-2340
EVANS, Sheryl	Trustee – ADSB	705-943-9072
REID, Russell	Trustee – ADSB	705 – 856 - 2861
MYERS, Susan	Trustee- ADSB (Alternate)	705-256-6128
ADMINISTRATION		
VALLEE, Brent	Superintendent of Special Education	705-945-7297
VIITA, Kristen	System Administrator	705-945-7111 x 10258
PHILLIPS, Charlene	Recording Secretary	705-945-7297

Addressing a Concern:

The following provides a step-by-step listing of ADSB staff to whom concerns regarding special education programs and/or services should be addressed:

- a) Classroom teacher
- b) Special Education Resource Teacher
- c) Principal or Vice-Principal
- d) Special Education Assignment Teacher
- e) System Administrator for Special Education
- f) Superintendent of Special Education
- g) Director of Education
- h) Trustee/Chair of the Board
- i) Ministry of Education

Additional Information:

- **Website – www.adsb.on.ca**
Additional information related to special education programs and services is available on the Algoma District School Board's website. Please follow the Special Education tab for information specifically related to special education.
- Dial toll free to the Sault Ste. Marie Education Centre at **1-888- 393-3639** or dial direct at **705-945-7111**.
- **Kristen Viita**, System Administrator for Special Education - 705-945-7111 ext. 10258
- **Brent Vallee**, Superintendent of Education
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7
Phone: 705-945-7297





B.3 Director's Report to the Board

Date: 2021 06 15

Subject: **APPROVAL OF THE 2021-2022 BUDGET**

3.1.0 Background & Information

3.1.1 The Minister of Education announced the 2021-22 Grants for Student Needs (GSN) on 2021 05 04 and released Memorandum 2021: B08 containing summary budget information, which was accompanied by Ministry Projections of School Board Funding. The Covid-19 pandemic has emerged as an unprecedented public health issue and has delayed the budget announcements to this point in time. It usually is announced in late March or early April. School Boards also received detailed information related to some funding in addition to GSN's, formerly called Education Program–Other (EPO) Grants which are now termed Priorities and Partnership Funds (PPF). The Ministry financial website for grant calculation was accessible to Board financial staff on 2021 05 04.

3.1.2 The Board recognizes the Province of Ontario's goal of a balanced budget and operating within a fiscally responsible environment. The Ministry has advised school boards to be diligent in managing costs during this period of time. The budget includes the continuation of:

- Commitments to supports for Instructional Leadership and the Board Improvement plan objectives (Well Being, Achievement, Engagement)
- Supports for Special Education and Mental Health Programming
- Capital Improvements in Schools
- Professional Development for Technology
- Technology Improvements and increased devices
- Commitments for Personally Protective Equipment (PPE) due to COVID-19.



B.3 Director's Report to the Board

Date: 2021 06 15

Subject: **APPROVAL OF THE 2021-2022 BUDGET CONT'D**

3.1.0 Background & Information (cont'd)

3.1.3 The following new enhancements are included in 2021-2022 through a combination of reallocations of existing budgets and new Ministry funding:

- Purchase of K-8 Digital Math Program Resources
- Indigenous Graduation Coach Resources
- Commitments to Trades Program
- Family Math and Literacy Initiative
- Capital Improvements - Refreshing Classroom Sites at Many Schools
- Technology Improvements/ Upgrades to Infrastructure and Devices
- Professional Development Technology (i.e. Microsoft Teams, Edsby, Online Learning, etc.).

3.1.4 Senior Board Administration recognizes the need for careful management of public expenditures. Therefore, additional requests have been kept to a minimum for 2021-22 or dealt with through reallocations of budget resources. Staff are now awaiting additional special project funding announcements and September 2021 enrolment figures. This may result in additional enhancements for 2021-22.

3.1.5 The government has facilitated a Provincial process with a goal of establishing a framework for Negotiating Collective Agreements for all employee groups. The 2021-22 GSN funding for salary increases has been reflected in the budget.

3.1.6 Projections for elementary and secondary enrolment have been reflected in funding which correspond to the staff complements and have been reflected in this budget.



B.3 Director's Report to the Board

Date: 2021 06 15

Subject: **APPROVAL OF THE 2021-2022 2BUDGET CONT'D**

3.1.0 Background & Information (cont'd)

3.1.7 Administrative Council began meeting in February to discuss budget planning for the forthcoming year.

3.1.8 The budget process was approved by trustees at their 2021 02 23 Board meeting.

3.1.9 The Operations and Budget Committee met on 2021 06 08 for a budget review that encompassed the Ministry grant projections, current status of budget and expected budget strategies/results. Also discussed were Administrative Council's proposed actions or alternatives and the Committee approved a final version to present to the Board.

3.2.0 Budget Process

3.2.1 The Executive Superintendent of Business and Operations presented the 2021-22 budget process and strategies to the Special Education Advisory Council (SEAC) on 2021 06 08.

3.2.2 Accumulated Surplus projected balances total \$20,628,534 (See Attachment B.3 #7) of which \$4,872,678 is restricted to general capital, school renewal projects and capital projects. The Board has set aside \$1,310,279 in retirement and service gratuities in respect of past labour contract commitments that would set aside the amount needed to cover the future liability. The working fund reserve for 2021-22 is estimated at \$14,445,577 (including budget carryover).



B.3 Director's Report to the Board

Date: 2021 06 15

Subject: **APPROVAL OF THE 2021-2022 BUDGET CONT'D**

3.2.0 Budget Process (Cont'd)

3.2.3 Included in the budget recommended for trustees' consideration are the following:

- a) A total revenue and expenditure budget of \$169,202,981.
- b) The withdrawal of \$271,061 from accumulated surplus to balance the budget. This is within the Ministry's allowable limit of 1% of operating funding.
- c) An allocation to Retirement Gratuities to fund obligations arising from collective agreements.
- d) The special education exhibit indicates a \$181,726 shortfall in funding (see Attachment B.3 #8). Special Education funding is now determined on a "per student" basis. Special education funding is a concern to the Board as enrolment declines and funding is determined based on this enrolment rather than being determined by needs of the system.

3.2.4 The budget includes special program expenditures of \$4,573,063 with related funding.

3.2.5 Attachments B.3 #1 and #2 provide graphs of revenue sources and classifications of expenditures.

3.2.6 Attachment B.3 #3. #4 and #5 show a summary of new and continued programs or services.

3.2.7 Attachment B.3 #7 shows an analysis and projection of the Accumulated Surplus Fund balances to August 31, 2022 with the approval of the recommended budget.



B.3 Director's Report to the Board

Date: 2021 06 15

Subject: **APPROVAL OF THE 2021-2022 BUDGET CONT'D**

3.2.0 Budget Process (Cont'd)

3.2.8 Attachment B.3 #8 summarizes the costs attributable to Special Education services provided by the Board. Ministry Grants for Student Needs Guidelines require boards to ensure that all funding for Special Education is directed to Special Education needs and any under expenditure in that area must also be allocated to a special reserve established for that purpose and to be used only for future spending in Special Education.

3.2.9 Attachment B.3 #6 shows the Grant Categories versus previous year.

3.3.0 Recommendation

3.3.1 It is recommended that the Board approve a total budget for expenditures and revenue, including transfers to and from reserves, for the 2021-22 budget year in the amount of \$169,202,981 as described in the Director's Report to the Board of 2021 06 15.

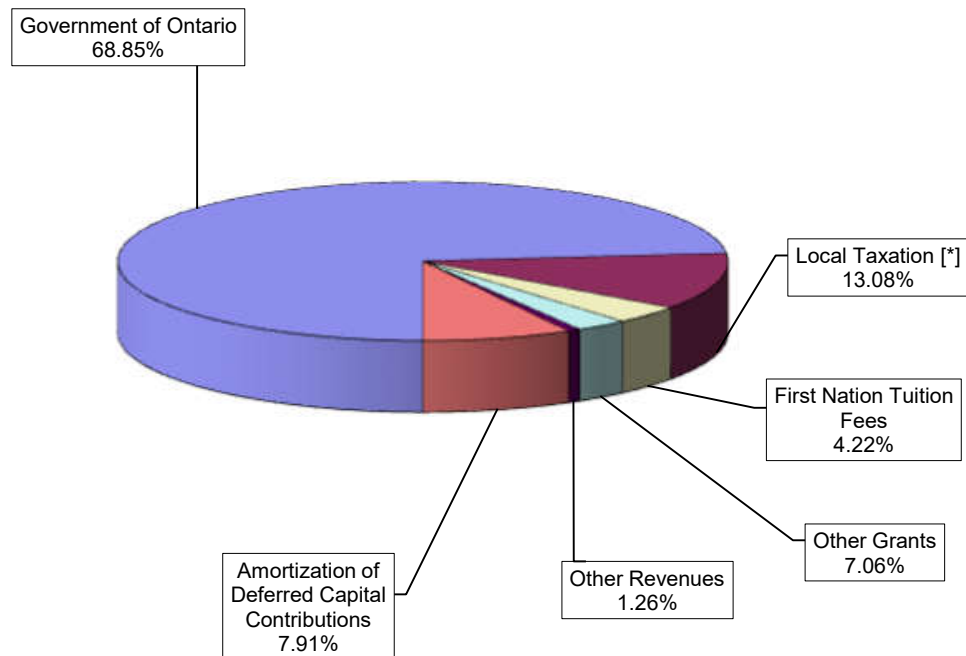
3.4.0 Proposed Resolution

3.4.1 That the Board approve a total budget for expenditures and revenue, including transfers to and from reserves, for the 2021-22 budget year in the amount of \$169,202,981 as described in the Director's Report to the Board dated 2021 06 15.



2021-22 Estimates

REVENUE BY MAJOR SOURCE



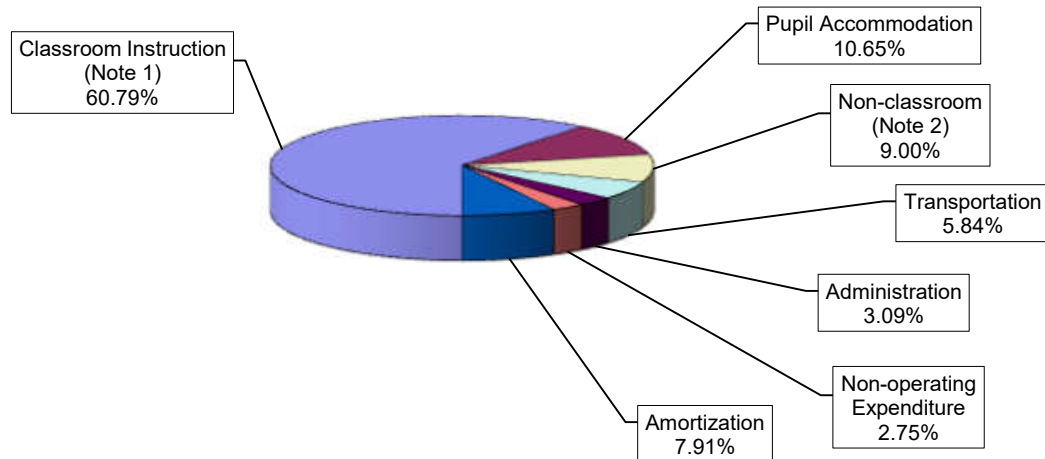
[*] Provincially determined by the Ministry

2020-21 Revenue by Major Source

Government of Ontario	\$	122,034,607
Local Taxation [*]		19,173,224
First Nation Tuition Fees		6,193,278
Other Grants		4,573,063
Other Revenues		1,094,534
Amortization of Deferred Capital Contributions		13,150,942
Sub-total	\$	166,219,648
Deficit funded by Accumulated Surplus	\$	271,061
Capital and Approved Debt	\$	2,712,272
TOTAL REVENUE	\$	169,202,981

2021-22 Estimates

EXPENDITURES BY MAJOR FUNCTION



2020-21 Expenditure by Major Function

Classroom Instruction (Note 1)	101,051,946
Pupil Accommodation	17,710,126
Non-classroom (Note 2)	14,896,332
Transportation	9,707,994
Administration	5,134,339
Non-operating Expenditure	4,573,063
Amortization	13,150,942
Sub-total	\$ 166,224,742
Capital and Approved Debt	\$ 2,978,238
TOTAL EXPENDITURES	\$ 169,202,981

Note 1 - Classroom Instruction Detail

Classroom Teachers	75,137,970
Supply Teachers	3,336,588
Teacher Assistants	9,974,674
Early Childhood Educators	2,336,046
Texts & Classroom Supplies/Equipment	3,313,020
Computers	1,061,100
Professionals & Paraprofessionals	3,293,996
Library & Guidance	2,270,535
Professional Development	328,017
Total Classroom Instruction	\$ 101,051,946

Note 2 - Non-classroom Detail

Principals and Vice Principals	\$ 7,866,031
Department Heads	\$ 163,315
School Office	\$ 3,262,815
Coordinators and Consultants	2,627,099
Continuing Education	977,072
Total Non-classroom	\$ 14,896,332



Summary of 2021-22 Enhancements to Purchase in 2020-21

1. Building and Grounds Improvement for schools (e.g. Learning Commons, Furniture Upgrades)
2. Upgrade Information Technology Infrastructure to improve access for all schools (i.e. New Servers for schools)
3. Broadband Hardware to improve Internet
4. Upgrade Phone System Hardware



Continued Programs and Projects from 2020-21

1. Supports for Instructional Leadership and the Board Improvement Plan - Achievement, Well-being and Engagement
2. Commitments for Special Education and Mental Health Programs
3. Technology supports for access and devices
4. Capital improvements to buildings
5. Commitments for Personal Protective Equipment (PPE) due to COVID-19
6. Professional Development Supports for Teachers (Microsoft Teams, EDSBY, etc.)
7. English Learners Supports



New Expenditures & Enhancements included in 2021-22 Budget

1. Purchase of K-8 Digital Math Program/Resources
2. Professional Development Technology (i.e. EDSBY, School Cash Online, Records Management)
3. Upgrades to Information Technology Infrastructure (i.e. Broadband Initiative, Servers, Devices - over 3,000 replaced)
4. Upgrades to Information Technology Security (i.e. Firewalls)
5. Indigenous Graduation Coach
6. Enhancements to and the promotion of Trades Programs
7. Family Math and Family Literacy sessions
8. Autism Resources/ Pilot



Grant Comparison by Year

Enrolment	Actuals 2019-20	Revised Estimates 2020-21	Estimates 2021-22	2021-22 Estimates vs Prior Year
Elementary	6,312	6,585	6,207	(378)
Secondary	2,946	2,960	3,160	200
Total	9,258	9,545	9,367	(178)

No.	Grant Category (A)	Actuals 2019-20 (B)	Revised Estimates 2020-21 (C)	Estimates 2021-22 (D)	2021-22 Estimates vs Prior Year (D) - (C)
1	OPERATING GRANTS				
2	Foundation Allocation-Elementary:				
3	Base Amount	34,512,691	36,344,473	34,553,463	(1,791,010)
4	School Foundation Grant	5,354,901	5,331,636	5,221,859	(109,777)
5	Sub-total-Elementary	39,867,592	41,676,109	39,775,322	(1,900,787)
6	Foundation Allocation-Secondary				
7	Base Amount	14,269,965	16,874,559	18,144,314	1,269,755
8	School Foundation Grant	4,234,833	4,355,103	4,267,453	(87,650)
9	Library Staff - School Foundation Grant	-	98,660	97,717	(943)
10	Sub-total-Secondary	18,504,798	21,328,322	22,509,484	1,181,162
11	Labour Enhancement	-	-	-	-
12	Total Foundation Base	48,782,656	53,219,032	52,697,777	(521,255)
13	Total Foundation Local Priorities	9,589,734	9,686,739	9,587,029	(99,710)
14	Additional Compensation for Principals and Vice Principals	195,057	-	-	-
15	School Foundation Phase-In	(13,741)	-	-	-
16	Parent Engagement Allocation	-	-	25,582	-
17	Total Foundation Allocation	58,553,706	63,004,431	62,310,388	(694,043)
18	Special Education Allocation:				
19	SEPPA	7,209,027	7,522,245	7,339,735	(182,510)
20	High Needs per pupil amount	10,667,315	10,750,872	10,310,609	(440,263)
21	Special Education Equip Allocation	332,234	342,439	335,869	(6,570)
22	ISA Amounts with offsetting expenses	1,458,439	1,372,635	1,475,590	102,955
23	Behavioural Expertise	261,171	265,672	327,414	61,742
24	Sub-total-Spec. Ed.	19,928,186	20,253,863	19,789,217	(464,646)
25	Language Allocation	1,805,837	1,700,153	1,855,755	155,602
26	Distant/Supported Schools	4,770,424	4,140,336	4,352,930	212,594
27	Remote & Rural Allocation	6,586,078	6,785,340	6,739,844	(45,496)
28	Rural and Small Community Allocation	232,913	240,429	240,893	464
29	Learning Opportunities Allocation	1,896,487	1,919,409	2,074,623	155,214
30	Adult Ed., Con. Ed. & Summer Schl.	636,998	658,810	674,819	16,009
31	New Teacher Induction Program	75,377	67,239	67,522	283
32	Teacher Qualifications & Experience	11,354,392	10,835,734	10,719,577	(116,157)
33	ECE Q&E Allocation	649,493	649,367	596,120	(53,247)
34	Restraint Savings	(112,150)	(112,150)	(112,150)	-
35	Transportation Allocation	9,036,759	9,443,740	9,442,338	(1,402)
36	Admin. & Governance Alloc.	5,217,238	4,499,104	4,336,101	(163,003)
37	School Operations Allocation	12,645,872	13,043,026	13,067,974	24,948
38	Community Use of School	172,178	167,818	177,657	9,839
39	Declining Enrolment Adjustment	-	-	572,967	572,967
40	First Nation, Metis & Inuit Education Suppl				
41	Total Native Lang & Native Studies Amt	603,053	1,619,818	1,625,812	5,994
42	Aboriginal Amount	873,862	-	-	-
43	Board Action Plan Amount	104,738	-	-	-
44	Safe Schools	286,655	-	-	-
45	Mental Health & Well Being	-	577,277	698,020	120,743
46	Supports for Students Fund	-	1,350,843	1,350,843	-
47	Program Leadership Grant	-	905,864	999,389	93,525
48	Trustees' Association Fee	43,316	43,316	57,394	14,078
49	Deferred Revenue Special Education	-	-	-	-
50	Net savings from strike	(2,027,305)	-	-	-
51	MTCA Allocation	(3,382,952)	(3,548,263)	(3,539,516)	8,747
52	Support for Covid-19 Outbreak allocation	-	180,058	-	(180,058)
53	Total Operating Grant Allocation	129,951,155	138,425,562	138,098,517	(327,045)
54	OTHER REVENUE				
55	Fees	6,796,714	6,810,652	6,193,870	(616,782)
56	Transportation Recoveries	60,281	64,000	64,000	-
57	Other Revenue	2,345,952	734,559	650,534	(84,025)
58	Other Operating Grants	4,341,770	5,756,523	4,573,063	(1,183,460)
59	Amortization of Deferred Capital Contributions	15,089,521	13,150,942	13,150,942	-
60	Direct Capital & Debt	-	-	-	-
61	MTCA to DCC	-	-	-	-
62	Election Costs	-	-	-	-
63	School Renewal transferred to Deferred Revenue	-	-	-	-
64	RNEF transferred to Deferred Revenue	-	-	-	-
65	Total Miscellaneous Revenue	28,634,238	26,516,676	24,632,409	(1,884,267)
66	Total Revenue before Capital	158,585,393	164,942,238	162,730,926	(2,211,312)
67	CAPITAL GRANTS				
68	Short Term interest on capital	88,075	-	-	-
69	Capital Debt Support Payments (OFA)	2,978,238	2,847,865	2,712,272	(135,593)
70	Total Interest on Capital	3,066,313	2,847,865	2,712,272	(135,593)
71	General Operating Allocation (Prior to Cap Adj.)	133,017,468	141,273,427	140,810,789	(462,638)
72	Minor Tangible Capital Assets	3,382,952	3,548,263	3,539,516	(8,747)
73	School Renewal Allocation	3,210,346	3,297,367	3,267,427	(29,940)
74	Capital Grants - Non Land	-	-	-	-
75	Temporary Accommodation	-	-	74,796	74,796
76	School Condition Improvement	12,295,395	13,586,166	12,485,284	(1,100,882)
77	Early Learning/Full Day Kindergarten	-	327,711	-	(327,711)
78	Capital Priorities Grant	-	7,378,651	10,273,300	2,894,649
79	Community Hubs	-	-	-	-
80	Greenhouse Gas Reduction	-	-	-	-
81	Early ON	-	655,422	655,422	-
82	Child Care Capital	4,871,523	3,036,734	3,008,383	(28,351)
83	Total Capital Grant Allocation	26,826,529	34,678,179	36,016,400	1,338,221
84	Total Operating & Capital Allocation incl. Misc. Rev.	156,777,684	173,103,741	174,114,917	1,011,176
85	Flexibility Grant (included in Total Revenue)				
86	Declining Enrolment Adjustment	-	-	572,967	572,967



**Analysis of Surplus/(Deficit) Balances
2021-22 Estimates**

Line No.	Accumulated Surplus/Deficit	Balance at Aug. 31/21	Increase (Decrease) in Accum. Surplus/Deficit	Balance at Aug. 31/22
	(A)	(B)	(C)	(D)
1	INTERNALLY APPROPRIATED			
2	Unrestricted Capital			
3	General Capital	95,478	-	95,478
4	School Renewal (formerly Pupil Accommodation)	541,930	-	541,930
5	Sub-total - Capital	637,408	-	637,408
6				
7	Retirement Gratuities			
8	Retirement Gratuities	1,070,971	-	1,070,971
9	Service Gratuities	239,308	-	239,308
11	Sub-total Retirement Gratuities	1,310,279	-	1,310,279
12				
13	Working Funds	14,171,276	(31,626)	14,139,650
14	Carry-over	305,927	-	305,927
15	Committed Capital - Education Centre Renovations	2,108,167	(136,011)	1,972,156
16	Committed Capital CASS Addition	295,117	(13,362)	281,755
17	Committed Capital Boreal	2,071,421	(90,062)	1,981,359
18	TOTAL INTERNALLY APPROPRIATED	20,899,595	(271,061)	20,628,534

* Opening balances are based on 2020-21 Revised Estimates



2021-22 Estimates
COMPARISON OF REVENUE VS EXPENSES - SPECIAL EDUCATION ONLY

		2021-22 Estimates		
		REVENUE	EXPENSES	SURPLUS (DEFICIT)
	(A)	(B)	(C)	(D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	9,314,774	9,566,550	(251,776)
2	Supply Teachers	533,958	566,257	(32,299)
3	Teacher Assistants	10,221,022	9,974,673	246,349
4	Early Childhood Educators	-	-	-
5	Textbooks & Classroom Supplies	332,039	348,848	(16,809)
6	Computers	-	-	-
7	Profs. & Para-prof	602,191	606,298	(4,107)
8	Library & Guidance	-	-	-
9	Staff Dev.	39,019	43,000	(3,981)
10	Sub-total	21,043,003	21,105,626	(62,623)
	NON-CLASSROOM			
11	Coordinators/Consultants	571,499	616,277	(44,778)
12	Princ. & VP's	403,246	477,010	(73,764)
13	Dept. Head	-	-	-
14	School Secretaries	86,218	86,779	(561)
15	Cont Ed (incl. Int Lang/Sum. Schl)	-	-	-
16	Trustees	-	-	-
17	Director & SO's	-	-	-
18	Board Administration	-	-	-
19	Transportation	700,000	700,000	-
20	School Operations	-	-	-
21	School Renewal	-	-	-
22	New Pupil Places	-	-	-
23	Direct Capital & Debt	-	-	-
24	Sub-total	1,760,963	1,880,066	(119,103)
25	TOTAL BUDGET	22,803,966	22,985,692	(181,726)



B. 4 DIRECTOR'S REPORT TO THE BOARD

DATE: 2021 06 15

SUBJECT: **ADULT AND CONTINUING EDUCATION PROGRAM ORGANIZATION
FOR THE SUMMER 2021 AND FOR 2021-22 SCHOOL YEAR**

4.1.0 Information

4.1.1 Organization

The following is the proposed Continuing Education programming and organization for the 2021-2022 school year and is subject to the program operating on a cost recovery basis and as per MTCU and LBS contracts. All programs will continue to be reviewed in the 2021-2022 school year to make the most efficient use of space, funding and resources.

Administration of Adult & Continuing Education:

- ◆ Lead Principal – Principal of Algoma Education Connection
- ◆ Site Administrators – District Principals

Sault Ste. Marie Area

- ◆ Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands
- ◆ Literacy and Basic Skills instructors to meet enrolment demands
- ◆ English as a Second Language (ESL) instructors to meet enrolment demands

Central Algoma Area

- ◆ Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands
- ◆ Literacy and Basic Skills instructors to meet enrolment demands

North Shore Area

- ◆ Contract Teacher for Adolescent students (Elliot Lake)
- ◆ Continuing Education instructors (Adult Day School, Night School, Summer School) to meet program demands
- ◆ Literacy and Basic Skills instructors to meet enrolment demands

Chapleau

- ◆ Literacy and Basic Skills instructors to meet enrolment demands

B. 4 DIRECTOR'S REPORT TO THE BOARD

DATE: 2021 06 15

**SUBJECT: ADULT AND CONTINUING EDUCATION PROGRAM ORGANIZATION
FOR THE SUMMER 2021 AND FOR 2021-2022 SCHOOL YEAR**

4.2.0 Recommendation

4.2.1 It is recommended that the Board approve the proposed organization of the Continuing Education Program and Adult Basic Literacy for 2021-2022 as outlined in the Director's Report to the Board subject to enrolment and budget.

4.2.2 It is recommended that the Board approve the proposed Summer School Program for 2021 as outlined in the Director's Report to the Board subject to enrolment and budget.

4.3.0 Proposed Resolution

4.3.1 That the Board approve the proposed organization of the Continuing Education Program and Basic Adult Literacy for 2021-2022 as outlined in the Director's Report to the Board 2021 06 15 subject to enrolment and budget.

4.3.2 That the Board approve the proposed Summer School Program for 2021 as outlined in the Director's Report to the Board 2021 06 15 subject to enrolment and budget.



Adult and Continuing Education Information

Summer 2021 and 2021-2022 School Year

The following is a brief overview of the types of programs offered in the various areas:

(a) Summer Learning

- ♦ Elementary summer learning will include a Primary Literacy program, a Junior Numeracy program and a Junior/Intermediate ELL program. The program will be facilitated in small group and one-on-one instruction through Microsoft Teams. Evening well-being sessions will be provided for elementary students to engage alongside their parents/guardians. In addition, culturally relevant and responsive support will be available for Indigenous students.
- ♦ The secondary summer school program will include an expanded offering of eLearning courses that will be facilitated in support of credit recovery, course upgrades (55 hours) and credit accumulation. All programming would be offered on a cost recovery basis based upon demand and subject to Ministry funding. In addition, Summer Transition Camps involving land-based cultural learning will be offered for grade 8 Indigenous students entering grade 9.

(b) Sault Ste. Marie Area

Sault Ste. Marie Adult Learning Centre - Credit Program

(Funded by Continuing Education Grants on a per student contact hour basis.)

- ♦ The Sault Ste. Marie Adult Learning Centre offers a full range of credit courses to approximately 57 FTE (185 students) the majority of whom are 21 years of age and over. Sault Ste. Marie Adult Learning Centre is housed in the same building as the Northland Adult Learning Centre, as it allows for a one-stop learning experience for adult learners in our community.
- ♦ The Sault Ste. Marie Adult Learning Centre offers a wide range of correspondence courses for students unable to attend day school, unable to get the course at their high school, for students who need a course to graduate or are studying at home and unable to attend school. As well, a health and wellness course is being piloted which includes students from both the credit program, English as a Second Language and the Literacy and Basic Skills program. Upon successful completion of the course students are granted a health and wellness high school credit. Approximately 150 students are taking correspondence courses including adult students from Wawa and Chapleau.
- ♦ A credit program is offered at the Algoma Treatment and Remand Center for inmates seeking credits towards their diploma (funded by Ministry of Corrections). Approximately 40 students are taking correspondence courses including **Prior Learning Assessment and Recognition** courses (**PLAR**) to help them achieve their educational goals.
- ♦ This past year there were over 180 PLAR assessments conducted across our Board in our adult sites. This is a significant increase from previous years.
- ♦ Night School is offered from February to June to approximately 60 high school students who are repeating, upgrading or accelerating in their courses of study. Night school also is providing cooperative education opportunities for students who are unable to fit these credits into their regular day school schedule. A course to teach Learning Strategies to increase Secondary Success is also offered to approximately 30 students in Grade 8 through Night School and Summer School.

Northland Adult Learning Centre

Non Credit (Funded separately by Ministry Grants or Fee for Service)

- ◆ Literacy and Basic Skills (LBS) training is offered to approximately 200 adult learners throughout the year at Northland Adult Learning Centre. This adult day school is located at 440 Northland Road, in the same building as the Sault Ste. Marie Adult Learning Centre. Northland has been at this site for more than a decade. Northland operates in partnership with several local agencies including local employment centres, Ontario Works (OW), Ontario Disability Support Program (ODSP), Neighbourhood Resource Centre (NRC) and the Soup Kitchen.
- ◆ The Northland Craft Academy continues to be a successful expression of these partnerships. This program was piloted during the 2018-2019 academic year and saw growth and refinement through 2019-2020. Craft Academy curriculum focuses on the production of goods for market and takes students from the idea phase, through production, advertising, business operations and marketing. Student attendance and engagement was very high with the culminating activity of the selling of product at both the Farmer's Market and within the school community. Proceeds raised were donated to the Soup Kitchen and the Gore Street Hub. Outcomes included approximately 15% of students finding work and 35% of students participating in further schooling after three months. Plans are in place to continue the project in partnership with Ontario Works for the coming fall and will be adapted as needed to meet ministry directives related to COVID 19. Northland staff is also working in collaboration with ODSP to serve their clients in the 2020-2021 academic year.
- ◆ LBS has renewed its CCI Learning Software license that offers training for Word, Excel, PowerPoint and the rest of the Microsoft suite. This expansion of the digital literacy program was well received by students in 2019-2020 and was particularly relevant for learners who needed to acquire computer skills during COVID-19 since it was easily adapted for online delivery. Plans are in place to offer these certifications to adult learners via distance education over the summer and both virtually and in house during the next academic year (pending Ministry guidance).
- ◆ A complement of 18 computer classes from basic to intermediate levels are also scheduled mornings and afternoons at Northland as part of the LBS funded programming.
- ◆ English as a Second Language (ESL) is the second adult non-credit program offered at Northland Adult Learning Centre and serves approximately 80 adults per year. The main funding source for ESL is the Ministry of Children, Community and Social Services (MCCSS). Northland's ESL program is also marketed internationally on a fee for service basis to international students on student visas (i.e. Korea, Japan, China, Brazil, Germany, Argentina, Italy, Saudi Arabia and Russia), for adults on work visas to local industries, such as the Ministry of Natural Resources, Tenaris and to newcomers on visitor visas that want to take advantage of English Language Learning as a part of their Canadian experience.
- ◆ Many of our ESL students are also enrolled in high school credits at the Sault Ste. Marie Adult Learning Centre. Northland has implemented digital literacy programming and English for Academic Purposes (EAP) classes to bridge learning and help these English language learners achieve their academic goals. Additional partnerships are being pursued through our membership and association with Languages Canada, which is the accreditation body for the fee for service / tuition-based ESL stream students at Northland.
- ◆ Northland's ESL program runs Monday to Fridays during the day and occasionally includes specialized courses (IELTS, Workplace English, Canadian Citizenship Preparation, etc.) in the evenings. Night school offerings have proven to be quite popular among students who have work and family commitments during the day and further growth is expected in the coming years as the Rural and Northern Immigration Pilot program (RNIP) brings more skilled newcomers to the community
- ◆ Heritage Language Instruction is available to children of elementary school age. This year it was offered during the evening to approximately 45 students who studied Finnish and Ukrainian.

(c) Central Algoma Adult Learning Centre - Thessalon

Credit Program (Funded by Continuing Education Grants for students 21 years of age on a contact hour basis)

- ♦ Adult Education operates in Thessalon. Approximately 8 F.T.E. (40 students) are anticipated to be engaged in learning activities. As well, the Adult Program produces the Apple Gazette on a monthly basis, which is sponsored by local businesses and provides regular updates on adult programming.

Non Credit Programs (Funded by Ministry Grants or Fee for Service)

- ♦ Literacy and Basic Skills (LBS) training is offered across the area. Approximately 50 students are served. Classes are held in Thessalon and at satellite locations at the Desbarats Arena, the Bruce Mines Library, Echo Bay public school, and St. Joseph's Island's Public Library.
- ♦ In the past, Literacy and Basic Skills training was offered to First Nations students at the Thessalon First Nations Centre. Efforts continue to partner with Thessalon First Nations to offer programming which will include digital literacy courses.
- ♦ Central Algoma Adult Learning Centre will be offering Microsoft certifications beginning in September of 2020. We anticipate an increase in student numbers as a result.
- ♦ Non-Credit programming is delivered daily Monday to Friday and occasionally through evening offerings. LBS Computer upgrading is both employment focused (with courses offered in MS Office, Power Point and Word) and for personal growth (with courses including Cricut, digital photography, cell phones, and social media). Laptop and iPad/Tablet courses are being scheduled mornings and afternoons in Thessalon.

(d) North Shore Adult Education Centre

Credit Program (Funded by a Combination of Continuing Education Grants for Students 21 years of age or older and Regular Day School Grants for students under the age of 21.)

- ♦ Adult and Alternative programs exist in the Elliot Lake Education Centre, the Spanish Adult Education Centre and the Blind River Education Centre. Approximately 35 F.T.E. Adult Day School / Con Ed (92 students, 25 Blind River, 45 in Elliot Lake and Spanish) plus an additional 22 students under the age of 21 years are being taught through an alternative arrangement through the day school register. The North Shore Adult Correspondence register (Elliot Lake, Blind River, Spanish) service approximately 40 adult learners.

Non Credit (Funded Separately)*

*** Ministry of Labour, Skills and Training Development or fee for Service**

- ♦ Literacy and Basic Skills is offered to approximately 60 adults and some adolescents. This program is offered in Elliot Lake, Spanish and Blind River.
- ♦ English as a Second Language is offered on a need basis where numbers warrant in Elliot Lake and Blind River.
- ♦ This year Elliot Lake LBS program began piloting the Step In Program. This is a partnership with Ontario Works, in which the LBS instructor is regularly visiting the OW offices and talking to

students about the LBS program and how it can support OW recipients in gaining skills to re-enter the workforce. Early results in both Elliot Lake and Blind River have been very successful, attracted new learners and resulted in the completion of a number of milestones and referrals, which all contribute positively to our Learner Satisfaction numbers, one of several key LBS metrics.

- ♦ Literacy and Basic Skills is offered during Mid-June to Mid-July to approximately 4-10 students.

(e) Chapleau Learning Centre

Non Credit (Funded by Ministry Grants)

- ♦ Literacy and Basic Skills is offered to approximately 70 adult students throughout the academic school year. A partnership has been developed to service the adult learner community in Brunswick House First Nation just outside of Chapleau.
- ♦ Laptop and iPad, Computer use, and Social Media courses are scheduled mornings and afternoons at the Chapleau Adult Education site.
- ♦ Chapleau is currently offering the Microsoft certifications during both regular day school hours and in the evenings provided enrollment is sufficient to support the Night School classes. Learners can also access this learning platform from home.
- ♦ Chapleau offers pre-employment training classes for our Employment Ontario partners for job connection programs.
- ♦ Chapleau is also offering courses in Cricut software and use as well as quilting and crafting classes which have been very well attended and increased awareness of programs and enrollment.

Special Ministry Funding

The Ministry of Education provides special funding for elementary and secondary summer education programs in English and Mathematics. Funding is for students in grades 7 and 8 to prepare for the Secondary School Literacy Test. Funding levels are such that relatively small classes can be offered. Where numbers justify, courses would be delivered throughout the district. In other circumstances, the principal will work with the school and family to explore other arrangements for remediation.



Updated information about all ADSB Adult Education Programs can be found on their new website at:

<https://adsbadulted.com/>