



REGULAR BOARD MEETING AGENDA
June 14, 2022
Microsoft TEAMS & EDUCATION CENTRE 7:00 P.M.

A. PROCEDURAL ITEMS

- I. Roll call
- II. Land Acknowledgement: Read by: Marie Murphy-Foran
- III. Approval of Agenda
- IV. Conflict of Interest

V. Education Topic and/or Delegation

	Superintendent
1. Overview of Summer Learning Programs	Supts.
2. Recognizing Trustee Service	J.S.

VI. System Information

	Superintendent
1. "Welcome to Kindergarten" – Planning & Preparation	M.B.
2. Highlights of 2022-2023 ADSB Special Education Plan	B.V.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

1. Regular Board Meeting Minutes from 2022 05 17
2. Committee of the Whole Meeting Minutes from 2022 05 31

Minutes to be Received by the Board:

1. S.E.A.C. Meeting Minutes from 2022 05 10

VIII. Student Trustees' Report

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



REGULAR BOARD MEETING AGENDA
June 14, 2022
Microsoft TEAMS & EDUCATION CENTRE 7:00 P.M.

B. ACTION ITEMS	
	Superintendent
1. Approval of Policies: 2.01 Procedural Bylaws, 4.09 Right to Disconnect, 6.16 Video Surveillance, 6.49.03 Bullying Prevention and Intervention	Supts.
2. Acknowledgement of Receipt of 2022-2023 ADSB Special Education Plan	B.V.
3. Approval of 2022-2023 ADSB Budget	J.S.M.
4. Approval of Adult Education Organization	J.M.
5. Trustee Travel: OPSBA Indigenous Trustee Council Meeting	J.S.M.
6. Approval of SEAC Alternate Member	B.V.
7. Capital Project Approval – Kina Awiya	J.S.M.
C. INFORMATION ITEMS	
1. 2022-2023 Board Meeting Schedule	L.R.
2. ADSB Quarterly Report – Q3	J.S.M.
FUTURE MEETINGS AND LOCATIONS	
2022 09 20 5:30 p.m. 7:00 p.m.	Regular Board Meeting – H.E. Crowder Board Room Closed Open



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
CLOSED SESSION**

2022 05 17

5:30 p.m.

MICROSOFT TEAMS & BOARD ROOM

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

- A. (I) Attendance as per attached schedule.

(Resolution #039-2022)

On motion of Trustees Marie Murphy Foran and Russell Reid it was approved:

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

(Resolution #040-2022)

On motion of Trustees Susan Thayer and Russell Reid it was approved:

That the Board adjourn Closed Session at 6.57 p.m.

Chair

Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

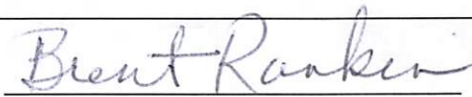
Date of Meeting: **Tuesday, May 17, 2022**

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.	5:46 pm		
Sandra Edwards	Pres.			
Sheryl Evans	Pres.			
Elaine Johnston	Pres.	6:23 pm		
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	Abs.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Abs.			
F. Palumbo	Abs.			
<u>Others</u>				
L. Aceti	Pres. Abs.			


 Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING**

**MINUTES
OPEN SESSION**

2022 05 17

7:00 p.m.

MICROSOFT TEAMS & BOARD ROOM

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

A. (I) Roll Call

Attendance as per attached schedule.

(Resolution #041-2022)

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

That the Board move into Open Session at 7:06 p.m.

(II) Land Acknowledgement – Read by Trustee Sheryl Evans

(III) Approval of Agenda

(Resolution #042-2022)

On motion of Trustees Sheila Nyman and Russell Reid it was approved:

That the Agenda dated 2022 05 17 be approved as distributed.

(IV) Conflict of interest – N/A

(V) Education Topic and/or Delegation

1. Speaker's Idol Competitor
Guest: Navaeh Pine, placed 2nd Nationally J.M
 2. Update on OYAP/Cooperative Education Programs
Guest: OYAP/Co-op/Pathways Special Assignment Teacher
Steve Burmaster M.B.
-

A. (VI) System Information

1. Human Rights Update J.M.
 2. Distribution of Policies:
 - a. 2.01 Procedural Bylaws
 - b. 4.09 Right to Disconnect
 - c. 6.16 Video Surveillance Policy
 - d. 6.49.03 Bullying Prevention and intervention Policy Supts.
 3. Update on Capital Projects J.S.M.
-

(Resolution #043-2022)

On motion of Trustees Russell Reid and Sheryl Evans it was approved:

A. (VII) Approval of Minutes from Previous Meetings**Minutes to be Approved by the Board.**

1. Regular Board Meeting Minutes of 2022 03 29
2. Committee of the Whole Minutes of 2022 04 12

(VII) Minutes to be Received by the Board.

1. S.E.A.C. Meeting Minutes of 2022 03 08
 2. S.E.A.C. Meeting Minutes of 2022 04 12
-

A. Reports from Committee Chairs, OPSBA Items**(VIII) Student Trustees' Reports****(IX) Reports from Committee Chairs, O.P.S.B.A.**

(Resolution #044-2022)

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

B.1 APPROVAL OF POLICY 6.26 VOLUNTEER POLICY

1.4.1 Proposed Resolution

1.4.1 a 6.26 Volunteer Policy

As outlined in the Director's Report of 2022 05 17.

(Resolution #045-2022)

On the motion of Trustees Sheila Nyman and Marie Murphy Foran it was approved:

B.1 APPROVAL OF POLICY 6.32 PURCHASING POLICY

1.4.1 Proposed Resolution

1.4.1 b 6.32 Purchasing Policy

As outlined in the Director's Report of 2022 05 17.

(Resolution #046-2022)

On the motion of Trustees Susan Thayer and Russell Reid it was approved:

B.1 APPROVAL OF POLICY 6.40 INVESTMENT POLICY

1.4.1 Proposed Resolution

1.4.1 c 6.40 Investment Policy

As outlined in the Director's Report of 2022 05 17.

(Resolution #047-2022)

On the motion of Trustees Sheila Nyman and Russell Reid it was approved:

B.2 TRUSTEE APPROVAL TO TRAVEL

2.3.0 Proposed Resolutions

- 2.3.1** That approval be granted for up to 11 trustees to attend the 2022 annual general meeting & program being held at the Westin hotel in Ottawa, on from June 9 to 11, 2022.
-

C. INFORMATION ITEMS

- 1. Celebrating 25 Years of Service – May 31st at Quattro Hotel and Convention Centre.**

FUTURE MEETINGS AND LOCATIONS

2022 05 31 Committee of the Whole Board Meeting – H.E. Crowder Board Room

7:00 p.m. Open

(Resolution #048-2022)

On the motion of Trustees Susan Thayer and Russell Reid it was approved:

That the Board move to adjourn Public Meeting at 9:08 p.m.


Chair


Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, May 17th, 2022**

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>				
Shail Giroux	Pres.			
Annika Morrison	Abs.			
Manook Wilson	Abs.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Abs.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Abs.			
F. Palumbo	Abs.			
<u>Others</u>				
F. Walsh	Pres.			
L. Aceti	Pres.			
<u>Media</u>				

Brent Rankin

Chair or Trustee Designate



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE BOARD MEETING – OPEN SESSION

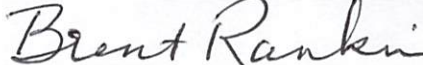
Date of Meeting: **Tuesday, May 31, 2022**

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	Abs.			
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>				
Shail Giroux	Abs.			
Annika Morrison	Pres.			
Manook Wilson	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	Abs.			
L. Aceti	Abs.			
<u>Media</u>				
B. Kelly	Pres.			S. Star


Chair or Trustee Designate



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

2022 05 31

MICROSOFT TEAMS & EDUCATION CENTRE

Meeting was called to order by Chair Sarlo.

A. (I) Attendance as per attached schedule.

(Resolution #049-2022)

On motion of Trustees Sheila Nyman and Sheryl Evans it was approved:

That the Board move into Closed Session at 7:40 p.m.

(Resolution #050-2022)

On motion of Trustees Sheryl Evans and Sheila Nyman it was approved:

That the Closed Session of the meeting of the Board adjourn at 9:58 p.m.

Chair

Secretary



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE BOARD MEETING – CLOSED

Date of Meeting: **Tuesday, May 31, 2022**

Time of Meeting: **7:30 p.m.**

Location: **H.E. Crowder Board Room**

ATTENDANCE

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

Chair or Trustee Designate



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

MINUTES OF MEETING
May 10, 2022
Via MS Teams
12:00 Start Time

Present: S. Kitts (North Shore Tribal Council), A. Gauthier (Thrive Child Development Centre) P. Mick (Member-At-Large), Margaret Barbeau (Community Living Algoma)

Trustees: R. Reid, S. Myers (alternate)

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

Regrets: S Evans (Trustee)

Meeting called 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 (November 30, 2021)

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

3. Correspondence:

Correspondence: Letter from Upper Grand District School Board- PPM 81

- The letter addresses potential consolidation of speech and language services for students outlined in the updated draft of PPM 81. The UGDSB SEAC supports this but believes that funding for the delivery of speech-language pathology services to school-age children would need to be consolidated under the direction of the Ministry of Education to promote more equitable and inclusive services with great access for all children with diverse needs.

Correspondence: Letter from Superior-Greenstone District School Board- Virtual meetings

- The letter seeks consideration for Regulation 632/20 (regarding Electronic meetings) becoming permanent. This would allow Boards to continue to allow all meetings to occur virtually and to eliminate the requirement for the Director of Education/designate and the Chair to be physically present in the same room for all meetings, regardless of distance, weather, or health.

Correspondence: Letter from York Catholic District School Board- SIP Claims

- The letter supports Durham DSB's Special Education Advisory Committee letter regarding Special Incident Portion Claim Funding. We have also written a letter of support on this topic.

Correspondence: Letter from Waterloo Region District School Board- Suspension/Expulsion Data Tracking

Waterloo Region District School Board plans to write a letter to the Minister of Education requesting that the Suspension/Expulsion data tracking be amended to include data regarding students with exceptionalities that have been suspended or expelled; and that this include data on different types of exceptionalities and the number of students with exceptionalities that have been suspended or expelled. R. Reid commented that this would be extremely labour-intensive to do manually, so there would need to be funding to ensure that the data software was able to capture this information. B Vallee concurred, as we would definitely require the Ministry's tracking tool to be able to link to our student information system to make this effective.

4. Presentation: Draft of the 2022-23 ADSB Special Education Plan/Parent's Guide

- B. Vallee shared updated "numbers" for the draft *Special Education Plan*, including the overall number of IEPs across the board, specific information around each category of exceptionality (e.g. percentage of students with IEPs identified within that category), mental health services data, language supports and services, Kindergarten transition numbers, and staffing information.
- SEAC members will be provided with the most recent draft of the special education plan that has been updated to include this information.
- Funding and budget information for the *Special Education Plan* will be reviewed at our June meeting. We will invite Superintendent Santa Maria to join us for this.
- S. Meyers asked if the increase in IEPs might be relative to our overall increase in enrollment? B. Vallee commented that the number of students with an IEP in ADSB has historically been 23%-25% of our student population and the current numbers do fall within the upper limits of that range (e.g. now closer to 25%). We also know that, historically, we tend to have a much higher percentage of students identified by IPRC as opposed to students that are IEP only than is the case across the province.
- S. Kitts asked if some of these numbers decline because of students graduating? B. Vallee responded that yes, for the *Special Education Plan* we use a May 1st count date to ensure that we use comparable data from year to year. We also do a an Oct. 31st "count" to examine our fall numbers from year-to-year as we know that the numbers in several categories decline in September as students have graduated but then increase again over the course of the school year as assessments and IPRCs are conducted.
- SEAC wondered if we are seeing an increase due to COVID-19? B Vallee responded that our IEP numbers would not be directly affected by COVID-19 as there are specific criteria to receive special education programs and services, particularly for Identification within a category. However, we know that overall achievement levels of students have been impacted, with a number of students not yet achievement at pre-pandemic expectations.

5. Member Organization Updates

S. Kitts (North Shore Tribal Council)

- Busy testing students who will be either entering Grade 9 or university/ college next year.
- Planning the graduation parade for all graduating students in Senior Kindergarten, Gr. 8, and Gr. 12. The parade started 2 years ago when the pandemic began. There has been such positive feedback on the process, it will run again this year.

A Gauthier (Thrive)

- Thrive continues to grow – adding new individuals and new positions.
- The new location on Queen Street is filling up quickly!
- Excited that L. Lambert is interested in Thrive's Alternate member and will complete and submit the application form.
- The *Entry to School* program has now begun. This is part of the updated *Ontario Autism Program*.
- Thrive is also in the process of hiring summer students who act as a mentor/coach to allow clients to attend regular summer camp programming.

M. Barbeau (Community Living Algoma)

- Community Living Awareness Month. The lights at the Water Tower will be blue and green (Community Living colours) between May 2-7, 2022.
- Annual general meeting scheduled to take place in June
- Sergio Iacoe (Manager of Inclusion) is working with the education program team to engage with schools.

P. Mick (Member- At-Large)

- Nothing to report

6. Report from the Board (Trustees)

- We just finished a 'gap' in our Board meeting schedule, so there has only been one Board meeting since SEAC last met.
- Election is approaching in the fall. Ontario Public School Boards Association (OPSBA) is launching a campaign (*I ❤️ Public Education*) to raise awareness of education issues.
- Trustees participated in a review of our Human Trafficking Protocols as all Boards have been in the process of developing these resources.
- Policy Review continues at each meeting.
- Our next Board meeting is scheduled for May 17th, 2022

6. Report from Administration (B. Vallee & K. Viita)

- **Kindergarten Transitions:** K Viita has been very busy with our spring round of transition meetings for students that are entering school in the fall of 2022. We have had about 65 students participating in the Transitions process this year to date.
- **Welcome to Kindergarten:** Our *Welcome to Kindergarten* programs are going to back in place this spring after being modified due to pandemic issues over the past few years.

- ***SERT Professional Development:*** Our Secondary SERTs have been working with Darryl Fillmore, Mental Health Lead, on the SERT's role in supporting positive mental health practices in our schools, as well as processes for directing students to appropriate supports as necessary. Elementary SERT sessions have been focused on supporting the transition of EQAO Primary and Junior assessments towards an online format as well as some work on some of the tweaks and changes that we are implementing regarding our IPRC process.
- ***Principal/Vice-Principal Professional Development:*** An after-school session took place this month to support Principals and Vice- Principals with navigating the Individual Education Plan (IEP) engine, as well as some background information regarding the expectations for IEP content and development.

8. Next meeting: June 7, 2022

Our next meeting is scheduled for June 7, 2022. We will extend an invitation to Superintendent Santa Maria to provide an update on Special Education Funding and Budget for next year.

9. Motion to adjourn: Moved by. R. Reid. Seconded by A. Gauthier

Meeting adjourned at 1:15p.m.



B. 1 Director's Report to The Board

Date: 2022 06 14

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:

- 2.01 Procedural Bylaws
- 4.09 Right to Disconnect
- 6.16 Video Surveillance
- 6.49.03 Bullying Prevention and Intervention

1.2.0 Information

1.2.1 The following changes are being recommended:

Policy #	Section	Revision
2.01	2	Bylaw changes were made to reflect current legislation, regulations and practices and were vetted through legal.
4.09	4	<i>Right to Disconnect Policy</i> is a new policy relating to the <i>Working for Worker Act</i> that came into effect June 2, 2022.
6.16	6	<i>Other Resources</i> – Removed Video Surveillance Cameras in Schools Guidelines (Information & Privacy Act Commissioner's Office) <i>Other Resources</i> – Added Guidelines for the Use of Video Surveillance (Information and Privacy Commissioner of Ontario)
6.49.03	6	- Policy Name – changed to <i>Protecting Student Well-Being through Bullying Prevention and Intervention</i> - Policy Statement – reworded first sentence - Definitions – Aggressive Behaviour – removed "including, but not limited to" - Definitions – Physical – added "bullying includes, but is not limited to" and "chasing, destroying or stealing belongings, and unwanted sexual touching" - Definitions – Verbal – added "bullying includes, but is not limited to" and "sarcasm, teasing, spreading rumours, threatening, unwanted sexual comments, and"

B.1 Director's Report to The Board

Date: 2022 03 29

Subject: **APPROVAL OF POLICIES**

1.2.0 **Information Continued**

		<i>making negative references to one's culture, ethnicity, race, religion, gender or sexual orientation"</i> • Definitions – Social – added <i>"bullying includes, but is not limited to" and "mobbing, scapegoating, humiliating others with public gestures intended to put them down, and"</i> • Definitions – Technology definition was removed and replaced with Cyber-bullying definition • Renumbered – 1. <i>ADSB Bullying Prevention and Intervention Plan</i>, and added <i>"Schools shall utilize the Algoma District School Board.."</i> • Added <i>"The ADSB Bullying Prevention and Intervention Plan will be reviewed every two years" and removed "every five years and will be posted on the board's website and shared by schools with parents"</i> • Added section 2.0 - <i>Engaging Parents/Guardians and Families</i> • Notifying Parents – reworded section • Renumbered – 4. <i>Prevention and Awareness Raising</i> • Prevention and Awareness Raising - removed <i>"All member of the school.."</i> and added <i>"Learning opportunities will include.."</i> • Renumbered – 5. <i>Programs, Interventions, and Other Supports</i> • Renumbered – 6. <i>Reporting to the Principal.</i> • Reporting to the Principal – added last two sentences and removed <i>"using the reporting procedures established by the board"</i> • Added – 7. <i>Suspensions and Expulsions for Bullying</i> • Renumbered – 8. <i>Professional Development Strategies for Administrators, Teachers, and Other School Staff</i> • Renumbered – 9. <i>Communication and Outreach Strategies</i> • Communication and Outreach Strategies - added <i>"and Board committees (e.g. Parent Involvement Committee.."</i> • Renumbered – 10. <i>Monitoring and Review</i> • Monitoring and Review – Added <i>"All instances of reported bullying will be tracked and monitored to guide and inform school and board strategic planning"</i> • Monitoring and Review - added <i>"Students, school staff and parents/guardians will have an opportunity to participate the survey. Reported bullying data and"</i> • Monitoring and Review – added <i>"Reported bullying data and school climate survey data"</i> • Renumbered – 11. <i>School Well-Being Teams</i> • School Well-Being Teams – added <i>"responsible for fostering a safe, inclusive and accepting school climate" and added "safe and accepting schools"</i> • Renumbered – 12. <i>Responsibility</i>
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B.1 Director's Report to The Board

Date: 2022 03 29

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	2.01	Procedural Bylaws
1.3.1 b	4.09	Right to Disconnect
1.3.1 c	6.16	Video Surveillance
1.3.1 d	6.49.03	Bullying Prevention and Intervention

as outlined in the Director's Report of 2022 06 14.

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	2.01	Procedural Bylaws
1.4.1 b	4.09	Right to Disconnect
1.4.1 c	6.16	Video Surveillance
1.4.1 d	6.49.03	Bullying Prevention and Intervention

as outlined in the Director's Report of 2022 06 14.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.01: Procedural Bylaws

Supporting Policies:

[2.02 Trustee Attendance Policy](#)

[2.06 Board of Trustees Code of Conduct](#)

[6.49.01 Board Code of Conduct Policy](#)

Supporting Procedures

[Procedures at a Glance](#)

[Quick Reference and Guide to Parliamentary Procedures](#)

Supporting Protocols and Guidelines

[ADSB Trustee Handbook](#)

Supporting Templates and Forms

Other Resources

[Education Act R.S.O. \(1990\)](#)

[Robert's Rules of Order](#)

[Municipal Freedom of Information and Protection of Privacy Act \(1990\)](#)

[Student Achievement and School Board Governance Act \(2009\)](#)

[Municipal Conflict of Interest Act, R.S.O. \(1990\)](#)

[OPSBA Handbook](#)

Approved by Board Resolution #68-1998 03 31

Approved by Board Resolution #222-2012 04 10

I N D E X

PREAMBLE

A. PURPOSE

B. NAME of BOARD

C. JURISDICTION of the BOARD

D. BOARD STATUS

E. DUTIES of BOARD MEMBERS

1.0 FORCE OF BYLAWS

1.1 APPLICATION

1.2 MATTERS NOT SPECIFICALLY DESCRIBED

1.3 AMENDING of BYLAWS

- 1.4 TEMPORARY SUSPENSION of a PROVISION
- 1.5 WILL of the BOARD
- 1.6 CHANGES to ACT or REGs
- 1.7 CONFLICT with ACT or REGs

2.0 DEFINITIONS

(see also Appendix 1)

3.0 INAUGURAL & ANNUAL ORGANIZATIONAL MEETINGS

- 3.1 INAUGURAL MEETING
- 3.2 ANNUAL ORGANIZATIONAL MEETING
- 3.3 QUORUM NEEDED
- 3.4 FIRST NATIONS REPRESENTATIVE
- 3.5 PROCEDURES
 - 3.5.1 Secretary As Presiding Officer
 - 3.5.2 Call to Order
 - 3.5.3 Ballots
 - 3.5.4 Scrutineer
 - 3.5.5 Elections
 - a) Only One Nomination
 - b) Contested Nomination
 - c) Time to Address Members
 - d) No Majority
 - e) Tie for Fewest Votes
 - f) Equality of Votes
- 3.6 DRAWING LOTS
- 3.7 BALLOTING
- 3.8 PRESIDING OFFICER
- 3.9 DESTROYING BALLOTS
- 3.10 VICE-CHAIR
- 3.11 OPSBA DIRECTOR/DELEGATE
- 3.12 BUSINESS
- 3.13 TERM of OFFICE

4.0 REGULAR MEETINGS OF THE BOARD

- 4.1 SCHEDULE of REGULAR MEETINGS
- 4.2 CANCELLATION
- 4.3 RESCHEDULING CANCELLED MEETINGS
- 4.4 MEETING LOCATION
- 4.5 NOTICE of MEETING
- 4.6 DISTRIBUTION
- 4.7 MEMBER ATTENDANCE
- 4.8 MEMBER ABSENCE
- 4.9 ADJOURNMENT
- 4.10 UNFINISHED BUSINESS
- 4.11 SPECIAL MEETINGS
- 4.12 AGENDA
- 4.13 PLACING ITEMS on AGENDA
- 4.14 EMERGENCY ITEMS
- 4.15 ADMINISTRATION ASSISTANCE
- 4.16 QUORUM
- 4.17 AGENDA (Order of Business)
- 4.18 PARTICIPATION of APPOINTED MEMBERS
 - 4.18.1 First Nations Trustee
 - 4.18.2 Student Trustee
- 4.19 PUBLIC ACCESS to MEETINGS and MINUTES
 - 4.19.1 Meetings
 - 4.19.2 Minutes
- 4.20 EXCLUSION of PERSONS
- 4.21 TEMPORARY CHAIR
- 4.22 VOTING by CHAIR
- 4.23 EQUALITY of VOTES
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PREAMBLE

A. PURPOSE

The following Procedural Bylaws, established by the Algoma District School Board, are for the orderly dispatch of its business. These Bylaws shall be subject to the provisions of any Statute or Regulation of The Province of Ontario and in the event of any conflict, the statutory provisions shall prevail.

B. NAME OF THE BOARD

The name of the Board shall be

ALGOMA DISTRICT SCHOOL BOARD

C. JURISDICTION OF THE BOARD

The area served by the Board shall be as delineated by government regulation effective January 1st, 1998 and as it may be altered by regulation from time to time.

D. BOARD STATUS

As specified in the [Education Act](#):

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

A district school board shall be deemed to be a local board and a school board for the purposes of the Municipal Elections Act.

E. DUTIES of BOARD MEMBERS

As per Section 218.1 of the Education Act, a member of a board shall:

- a) Carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b) Attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;
- c) Consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1 (1) (f);
- d) Bring concerns of parents, students and supporters of the board to the attention of the board;
- e) Uphold the implementation of any board resolution after it is passed by the board;
- f) Entrust the day to day management of the board to its staff through the board's director of education;
- g) Maintain focus on student achievement and well-being; and
- h) Comply with the board's code of conduct.

1.0 FORCE OF BYLAWS

1.1 APPLICATION

These Bylaws shall govern the procedures for Members, Student Trustees and staff, when conducting the business of the Algoma District School Board.

1.2 MATTERS NOT SPECIFICALLY DESCRIBED

Matters not specifically described in these Bylaws, shall be conducted in a manner established by the Chair. Any Member may challenge a procedure not specifically prescribed herein but employed by the Chair, in which case a majority vote of the Members present and voting shall confirm or reject the procedure. The use of a procedure as devised by the Chair in such circumstances does not establish a precedent. (See also 1.4 & 1.5)

1.3 AMENDING of BY LAWS

Any Bylaw may be amended by a two-thirds majority vote of those Members voting at any Regular Board Meeting, provided that notice of intention to introduce such amendment(s) and the specific amendment to be introduced have been given to the Members and Student Trustees, in writing, at the previous Regular Board Meeting (and there is a reference to that effect in the agenda), and provided that such amendment is not in conflict with any statute or regulation in force.

1.4 TEMPORARY SUSPENSION of A PROVISION

The suspension of any provision contained in these Bylaws shall be allowed, with a 2/3 majority vote of the Members present and voting. Such suspension shall be in effect only for the meeting at which the approval is given. (See also 1.5)

1.5 THE WILL OF THE BOARD

These Procedural Bylaws enable the Board to conduct its business in an organized and efficient manner. It is not intended that these Bylaws, at any time, thwart the will of a majority of the Members of the Board. Section 1.4 above is intended to ensure that the Board always has a remedy to apply in those situations where the Bylaws, as stated, prevent it from exercising its will and yet preserve the application and integrity of the Bylaws on an on-going basis.

1.6 CHANGES to ACT or REGULATIONS

Any changes made in content or numbering to any Act or Regulation referred to or with application herein, at any time, shall be considered as written into the present Bylaws with this altered reference.

1.7 CONFLICT with ACT or REGULATIONS

The rule and regulations contained in these Bylaws shall be observed in all proceedings of the Board and shall be the rule and regulations for the order and dispatch of the business of the Board and its committees, except where any statute or legislative regulation otherwise provides.

2.0 DEFINITIONS

In these Bylaws, a number of terms are used. **Appendix 1: Definition of Terms** provides a listing of terms and definitions.

3.0 INAUGURAL AND ANNUAL ORGANIZATIONAL MEETINGS

3.1 INAUGURAL MEETING

The Inaugural Meeting of a newly elected Board shall be held within 7 days, following the start of the new term which begins on November 15th, at the call of the Board Secretary.

The meeting location shall be the Head Office of the Board in Sault Ste. Marie, Ontario. However, notwithstanding the provisions above, on the petition of a majority of the Members of the newly elected Board, the Director may provide for calling the Inaugural Meeting of the Board at some other time and date.

3.2 ANNUAL ORGANIZATIONAL MEETING

The Annual Organizational Meeting of the Board for the second, third and fourth years of a Board's term of office shall be held during the first full week in each succeeding December at the Board's Head Office, unless the Board otherwise directs and notice to Members, Student Trustees and the public has been given.

3.3 QUORUM NEEDED

It shall be necessary for the conduct of any business at a meeting of the Board, including elections at the Inaugural and Organizational Meetings, that there be a quorum present, being a majority of all the Members constituting the Board.

In the event of no quorum, the meeting shall be postponed for a period not exceeding seven (7) days.

3.4 FIRST NATIONS REPRESENTATIVE

As provided under Regulation, the Secretary shall announce, if available, the name of the deemed, elected First Nations member or members of the Board, once appointed by the Council of the Band or Councils of the Bands, as the case may be.

3.5 PROCEDURES

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

3.5.1 Secretary As Presiding Officer

The Secretary shall be the Presiding Officer of such meetings until the election of the Chair is complete. If the Secretary is absent, the Members present shall designate who shall preside and, if it is a Member, that Member may vote at the election of the Chair.

3.5.2 Call to Order

The Secretary shall call the meeting to order and, in an election year,

- read the returns of the clerks of the municipalities, if available, certifying as to the election of each Member, and,
- declare and confirm all Members present have taken the DECLARATION and OATH and hold office.

3.5.3 Ballots

The Secretary shall have ballots prepared for each office.

3.5.4 Scrutineers

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

3.5.5 Elections

The Secretary shall conduct the election for the office of CHAIR by calling for nominations from the floor and each Member so nominated shall indicate whether or not they will stand.

A seconder for a nomination is NOT required.

The following provision shall apply:

- a) Only one person nominated
 - If only one person is nominated OR elects to stand, that Member shall be declared elected by acclamation.
- b) Contested Nomination
 - Where more than one Member stands, a vote shall be taken by secret ballot and the Member receiving the majority of unspoiled ballots cast shall be declared elected.

- c) Time to Address Members
 - Time will be allocated for each candidate for the office of Chair to address the Board in public session.
- d) No Majority
 - If no nominee receives a majority of unspoiled ballots cast, the name of the Member receiving the fewest votes shall be removed and the Members shall proceed to vote anew, again by secret ballot, and so on until a CHAIR has been duly elected.
- e) Tie for Fewest Votes
 - If no nominee receives a majority and two or more nominees are tied respecting the fewest votes, those nominees so tied shall draw lots to determine which name shall remain on the ballot and which name shall be dropped.
- f) Equality of Votes
 - In the event of an equality of votes for the position of CHAIR, a further ballot shall be taken. If upon this last ballot, the equality remains, the nominees shall draw lots to fill the office of CHAIR.

3.6 DRAWING LOTS

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

3.7 BALLOTING

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

3.8 PRESIDING OFFICER

Upon election, the newly elected Chair shall be the Presiding Officer of the meeting and all other Regular and Special Board Meetings.

3.8 DESTROYING BALLOTS

As the first order of business on assuming the Chair, the newly-elected Chair shall call for a motion, duly moved and seconded, to destroy the ballots.

3.9 VICE-CHAIR

The Chair shall then conduct the election of the VICE-CHAIR in the same manner as for the election of the Chair.

3.11 OPSBA DIRECTOR/DELEGATE

The Chair shall conduct the election of the OPSBA DIRECTOR/DELEGATE and ALTERNATE OPSBA DIRECTOR/DELEGATE of the Board in the same manner as for the election of the Chair and Vice-Chair.

3.12 BUSINESS

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

3.13 TERM of OFFICE

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

There shall be no restrictions as to how many consecutive terms an individual Member may serve as an Elected Board Officer.

These same provisions shall apply for Committee Chairs.

4.0 REGULAR MEETINGS OF THE BOARD

4.1 SCHEDULE for REGULAR MEETINGS

Regular Meetings of the Board shall be held on a schedule as determined by the Board, at least on a monthly basis, excepting July, August and December, when the Board shall meet at the call of the Chair.

4.2 CANCELLATION

The Chair and/or the Director may cancel a meeting for reasonable cause, including lack of a quorum.

4.3 RESCHEDULING CANCELLED MEETINGS

The Chair, in consultation with the Director, may, at their discretion, reschedule a cancelled meeting to another date.

4.4 MEETING LOCATION

Regular meetings of the Board shall generally be held at the Head Office of the Board, except as otherwise determined by the Board, or except in special or emergency circumstances, in which case the Chair, in consultation with the Director, may alter the venue for the meeting, provided notice is given to Members, Student Trustees and the public.



4.5 NOTICE OF MEETING

The notice of meeting, agenda and supporting materials shall be forwarded to Members and Student Trustees at least three days prior to the holding of any meeting. There may be unusual circumstances where the supporting materials may not be available until the time of the meeting. This will be subject to the approval of the Chair.

4.6 DISTRIBUTION

Notice of all Regular Meetings of the Board shall be made available, upon request, to local media representatives within the jurisdiction of the Board and such notice shall include a copy of the agenda.

4.7 MEMBER ATTENDANCE

The Secretary shall record the attendance of Members and Student Trustees in the minutes of all Regular Board Meetings. Except where a member is absent for up to 20 consecutive weeks as a result of the Member's pregnancy, the birth of the Member's child or the adoption of a child by the Member, a Member or Student Trustee who is absent, without being excused by resolution entered in the minutes, for three consecutive Regular Board Meetings, thereby automatically vacates their seat. (See also Board policy dealing with Electronic Meetings and provisions of the Education Act and Regs).

Pursuant to the Act, a Member who is not physically present in the meeting room of the Board for at least three Regular Board Meetings in each 12-month period, beginning November 15th, automatically vacates their seat.

4.8 MEMBER ABSENCE

It shall be the responsibility of each Member and Student Trustee to notify the Chair and the Secretary of expected absences prior to the time of each Regular Board Meeting.

4.9 ADJOURNMENT

All meetings of the Board shall require a duly Moved and Seconded resolution that is approved by a majority of Members present and voting to adjourn.

4.10 UNFINISHED BUSINESS

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



4.11 SPECIAL MEETINGS

Special meetings of the Board may be held at the call of the Chair, in consultation with the Director, or on the written request of no fewer than a majority of the Members of the Board. Advance notice to Members and Student Trustees shall be required.

4.12 AGENDA

All matters to be placed on the agenda of a Regular Board Meeting are subject to the approval of the Agenda Review Committee. The Committee may not, however, deny the requests by administration for agenda items arising from an administrator's discharge of duty under the [Education Act](#) and regulations or the procedures of the Board, and all such requests shall be granted by the next available meeting.

4.13 PLACING ITEMS on AGENDA

Members wishing to have a matter included on the agenda of a Regular Board Meeting shall submit a request to the Chair or Director in advance of the Agenda Review Committee meeting for the consideration of that body.

4.14 EMERGENCY ITEMS

It shall also be possible for a Member to request that an item be added to the Agenda AT THE MEETING. However, such added items will not come to a vote, where a vote is involved, until, at the earliest, the next available meeting, unless a majority of the Members direct otherwise.

4.15 ADMINISTRATION ASSISTANCE

When a Member initiates a matter or request requiring the assistance of administration, the Chair, in consultation with administration, shall approve or deny the assistance.

4.16 QUORUM

A quorum shall be required for any meeting to proceed and the determination of a quorum shall be as per the [Education Act](#) and pertinent regulations.

To establish a quorum, the Chair will include Members both physically present and those attending via electronic means. (See also Board policy.)

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

1. The Chair or designate;
2. At least one additional Member, and,
3. The Director or designate. (See also 3.3, 8.4 and 8.5)

4.17 AGENDA (Order of Business)

The business before the Board shall be conducted in the following order or an alternate order, as determined by the Board:

1. Roll Call
2. IN-CAMERA
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Education Topic and/or Delegation
6. System Information
7. Approval of Minutes of Previous Meeting(s)
8. Receipt of Minutes
9. Student Trustees' Report
10. Committee Reports
11. Action Items
12. Information Items
13. Adjourn

Note: The Committee of the Whole may hold IN CAMERA SESSIONS in conjunction with any Regular, Open Board Meeting to discuss any subject permitted by the Act, including personnel, property and negotiations.

4.18 PARTICIPATION OF APPOINTED MEMBERS

4.18.1 FIRST NATIONS TRUSTEE

Once appointed, the Member representing First Nations is deemed to be an elected Member and as such enjoys all the rights, privileges and responsibilities of any other Member and is subject to the same rules and regulations. *(See also 3.4 and Board Policy.)*

4.18.2 STUDENT TRUSTEE

Once elected to represent the interests of students, a Student Trustee shall have the same opportunities for participation at meetings of the Board and of its committees as a Member has, except a Student Trustee is not:

- a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees;

- entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or one of its committees on which the student trustee sits, and if no Member moves the suggested motion, the record shall show the suggested motion;
- entitled to be present at a meeting that is closed to the public under clause 2017 (2) (b) of the Act (disclosure of personal, intimate, financial information).

In all other cases, a Student Trustee is entitled to be present at a meeting that is closed to the public, except if the Student Trustee has a conflict of interest within the meaning of the Ministry of Education Student Trustees: Attendance and Conflict of Interest Guidelines, dated April 13, 2007.

A Student Trustee is entitled to require that a matter before the Board or one of its committees on which the Student Trustee sits be put to a recorded vote, and in that case, there shall be (a) a recorded, non-binding vote that includes the Student Trustee's vote; and (b) a recorded binding vote that does not include the Student Trustee's vote.

(See also Policy Manual, Section 2, [and 2.10 Student Trustee Policy](#))

4.19 PUBLIC ACCESS to MEETINGS and MINUTES

4.19.1 Meetings

All meetings of the Board and its Committees shall be open public meetings in accordance with provisions of the [Education Act](#) except for those portions held IN CAMERA.

4.19.2 Minutes

Minutes of Regular Board Meetings (current year and year prior) shall be posted on the Board's website.

4.20 EXCLUSION of PERSONS

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

4.21 TEMPORARY CHAIR

If at any meeting there is no Chair or Vice-Chair present, the Members present will elect one of themselves to be the Presiding Officer for that meeting.

4.22 VOTING by CHAIR

The Presiding Officer, except where it is the Chief Executive Officer (i.e. Director) of the Board, may vote with the other Members upon all motions. This provision shall apply to all meetings of the Board and its committees.

4.23 EQUALITY of VOTES

Any motion on which there is an equality of votes IS LOST. This provision shall apply to all meetings of the Board and its committees.

4.24 PRESIDING OFFICER'S/CHAIR'S PARTICIPATION

When a Presiding Officer of a Regular or Special Board Meeting is a Member, the Member may speak to a motion after all other Members have spoken to indicate why the Member will or will not be voting in favour of a motion. If the Member wishes to enter the debate, the Member will discontinue the Presiding Officer role until the motion has been disposed of. The Vice-Chair or another Member, as appropriate, will assume the chair for the disposition of that motion.

4.25 ELECTRONIC PARTICIPATION

It shall be possible and permitted for a Member and Student Trustee to participate and deemed in attendance, using such means as a telephone connection to the meeting.

Such connection must allow interactive, two-way communication to occur. However, a Member automatically vacates their seat if a Member is not physically present in the meeting room of the Board for at least THREE Regular Board Meetings **during** each 12-month period beginning November 15th. In accordance with the Act, this requirement is pro-rated for Members who are elected or appointed to fill a vacancy during the course of the year. (See also Board policy and Provincial regulation)

4.26 OPEN MEETINGS

Meetings of the Board and its Committees shall be open to the public, unless closed in accordance with the Act or other legislation, and no person shall be excluded from a meeting that is open to the public except for improper conduct. (Also see 6.3)

4.27 HOURS of MEETING

The Board Members shall not remain in session later than 11:00 p.m. unless so determined by a vote of two-thirds of the Members present and voting.

4.28 COMMENCEMENT of MEETINGS

As soon as there is a quorum after the hour fixed for a meeting, the Presiding Officer shall call the Members to order.

However, unless a quorum is present within fifteen (15) minutes after the time appointed for the meeting, the meeting shall stand cancelled.

The Secretary shall record the names of the Members and Student Trustees present and the fact that the meeting was adjourned for lack of a quorum, and this shall form part of the Board's official records.

5.0 COMMITTEES

5.1 TYPES of COMMITTEES

5.1.1 Standing Committees

A Standing Committee shall be a committee of Members that is appointed by the Chair to consider, on a regular basis, a specific, fixed area of the Board's operation.

5.1.2 Sub Committees

Any duly constituted Standing Committee of the Board may, from time to time, establish a subcommittee to undertake a specific, assigned matter and report back thereon to the striking body by a fixed date.

5.1.3 Ad Hoc & Special Committees

Such committees may be established by the Board to provide on-going input to the Board on a topic or group of topics as determined by the Board.

5.1.4 Statutory Committees

Such committees are established under the Act or Regulations and have mandates and terms of reference as required by the regulations and expanded, if appropriate, by the Board Members.

Appendix 2 provides a listing of current Board Committees.

5.2 FORMATION of COMMITTEES

Any committee established (whether Standing or Ad Hoc or Advisory or otherwise) shall be by Board resolution.

Generally, the Board may establish such committees as it considers necessary.

5.3 COMMITTEE MANDATE

Each committee established by the Board or a subcommittee established by a Standing Committee of the Board, shall be given a written mandate approved in the minutes of the whole Board.

Any alterations of such mandate must be approved by the whole Board.

5.4 COMMITTEE MEMBERSHIP

5.4.1 Membership

The composition of the membership of all committees, other than a Statutory Committee, shall be determined by the Board.

5.4.2 Appointment

The Trustee members of all committees, except sub-committees, shall be appointed by the Chair, at the first Regular Board Meeting following November 15th.

5.4.3 Ex-Officio Members

The Director or designate may be an ex-officio and non-voting members of all Board committees. The Director or designate shall be a resource to the committees and the Director shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

5.5 AGENDA REVIEW (See also 4.12)

5.5.1 Composition

The Agenda Review Committee shall be comprised of:

- Chair
- Vice-Chair
- Director of Education or designate
- One (1) additional Member chosen in rotation.

5.5.2 Mandate

The purpose of the Agenda Review Committee is to support the development of an effective agenda for each Regular Board Meeting by advising on such issues as timeliness and thoroughness of items, action versus information items, open and closed session agendas and other items as appropriate. The Committee shall meet one week prior to a meeting, or as determined by the Chair.

This committee shall:

- a) Review Administration Requests
 - review the action and information items proposed by administration for Board Meetings;

- b) Review Member Requests
 - review action and information items proposed by Board committees and individual Members for Regular Board Meetings;
- c) Assist Administration
 - assist administration in organizing agenda items for Regular Board Meetings;
- d) Procedural Concerns
 - review with administration, Board committees and/or individual Member's matters of procedural concern regarding items for inclusion in Regular Board Meetings, and,
- e) Other Requests
 - assist administration in directing requests or inquiries from outside the Board for appropriate disposition.

6.0 COMMITTEE OF THE WHOLE BOARD

6.1 AUTHORITY

The Board may choose to meet in a form and format known as Committee of the Whole Board.

6.2 PURPOSE

The purpose of convening as Committee of the Whole Board is to allow for a more open and informal discussion or updates on matters related to the Board's strategic priorities.

6.3 IN CAMERA SESSION

Committee of the Whole may also resolve into IN CAMERA session by resolution, provided the matters discussed are permitted in law to be discussed in private.

6.4 DECISIONS

Committee of the Whole will not deal with resolutions, except to convene, adjourn and move in and out of IN CAMERA session. This committee is not empowered to make decisions for the Board.



6.5 SCHEDULING MEETINGS

Committee of the Whole may schedule a meeting on a different date from the Regular Board Meeting, OR it may be scheduled before or after a Regular Board Meeting, OR if necessary while conducting a Regular or Special Meeting, resolve into Committee of the Whole, OR the Board may reconvene from Committee of the Whole into a Regular Board Meeting by resolution.

6.6 CHAIR

Unless otherwise designated by the Board Members, the Vice-Chair shall be the chair of the Committee of the Whole. If the Vice-Chair is the chair of the Committee of the Whole, then the Vice-Chair shall preside at its meetings. In the absence of the Vice-Chair or other Member designated as the chair of the committee, the Members shall choose from among themselves a Presiding Officer for that meeting.

7.0 IN CAMERA SESSIONS

7.1 AUTHORITY

All meetings of the Board and its committees shall be open to the public, except for IN CAMERA sessions, which address only those items as provided for in Section 7.4 Conditions.

7.2 MINUTES

When the Board or committee has convened, by resolution, into an IN CAMERA session, minutes will be maintained.

7.3 CONFIDENTIALITY

Members and Student Trustees shall be governed by their oath and Board Trustees Code of Conduct, that matters discussed IN CAMERA are privileged and confidential and shall never be disclosed unless required by law. A final decision may become public, but the substance of the deliberation or any documents reviewed will not become public.

7.4 IN CAMERA SUBJECT MATTER

As per the [Education Act](#), subject matters permitted to be discussed in an IN CAMERA session are generally as follows:

7.4.1 PROPERTY SECURITY - the security of the property of the Board;

7.4.2 PROPERTY TRANSACTION - the acquisition or disposal of school site;

7.4.3 PERSONAL/FINANCIAL MATTERS - the disclosure of intimate personal or financial information in respect of any member of the Board or its Committees, an employee, prospective or former employee, or a pupil or his/her parent(s) or guardian(s),

7.4.4 EMPLOYEES/NEGOTIATIONS - decisions in respect of negotiations with any employees; and

7.4.5 LITIGATION - litigation affecting the Board.

8.0 GENERAL PROCEDURES

8.1 PUBLIC ACCESS to MINUTES

Any member of the public, upon request, shall be provided copies of the minutes of any Board or committee meetings, subsequent to those reports having been received by the Board, as per the Freedom of Information and Protection of Privacy Act (1990). An appropriate copying fee may be charged.

8.2 LACK of QUORUM

For Board and committee meetings, if there is no quorum within fifteen (15) minutes after the time fixed for the start of the meeting, the Presiding Officer shall have the names of the Members, Student Trustees or any other members of a committee present recorded and the meeting shall not convene. (See also 4.16)

8.3 QUORUM CEASING to EXIST

The Board or its committees shall adjourn a convened meeting whenever a quorum is no longer present and the Presiding Officer shall have recorded the time of adjournment for lack of a quorum and the names of those Members, Student Trustees or any other members of a committee still in attendance.

8.4 SECRET BALLOT

Except as set out below, NO VOTE shall be taken by secret ballot or any other method of secret voting and every vote so taken is of no effect.

A secret ballot shall be taken when nominating and electing the Chair, Vice-Chair, or the chairs of Board Committees at the first meeting of the year or when a vacancy exists.

8.5 COMMITTEE REPORTS

8.5.1 FORMAT

Committees of the Board who provide a report on any subject shall report to the Board, in writing, a statement of facts and the majority opinion/recommendations regarding the matter under review.

8.5.2 RECORDS

Each Board committee shall maintain minutes of its meetings and will therein set out resolutions for Board consideration and such other information as the committee shall consider necessary.

8.5.3 REPORTING

Unless otherwise approved, it shall be the duty of the chair of a committee to report to the Board.

9.0 CONFLICT OF INTEREST

9.1 DECLARATION

At the outset of a Board meeting, the Presiding Officer shall call for those Members or Student Trustees present to declare any potential conflict of interest arising from any item on the agenda.

9.2 ACTION

Where a Member or Student Trustee has any pecuniary interest, direct, indirect or deemed, with respect to any item(s) on a meeting agenda, the Member or Student Trustee shall, prior to any consideration of the item(s), disclose the interest and the general nature thereof and shall refrain from participation in any discussion thereon, shall not vote on any question, or in the case of a Student Trustee ask for a recorded vote in respect of such matter(s) and shall not attempt in any way, whether before, during or after the meeting, to influence

the voting on any such question. Any declaration of conflict of interest and the nature of it will be recorded in the meeting minutes. At the meeting at which a Member discloses the interest, or as soon as possible afterwards, the Member shall file with the Secretary a written statement and its general nature.

9.3 IN CAMERA

Where the meeting concerned is not open to the public, in addition to complying with the requirements as outlined, the Member or Student Trustee shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.

9.4 RECORDING DISCLOSURE

Where the pecuniary interest disclosed is at a meeting held IN CAMERA, the record shall note the disclosure and the Member's or Student Trustee's actions.

9.5 ABSENCE of MEMBER with CONFLICT

Where the interest of a Member or Student Trustee is not disclosed as required above, due to the Member's or Student Trustee's absence from the meeting in question, the Member or Student Trustee shall disclose their interest at the next meeting they attend and will comply with the above, as appropriate.

9.6 INDIVIDUAL RESPONSIBILITY

Members and Student Trustees are solely responsible for being aware of current applicable legislation or Ministry of Education Guidelines governing conflict of interest and adhering to such legislation or guidelines.

10.0 DELEGATIONS

10.1 CONDITIONS

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

- a) It is a matter within the jurisdiction of the Board and does not involve a personnel matter;

- b) The request is received by the Chair or the Director or designate prior to the agenda review for the meeting at which the Delegation is requesting permission to be heard.

10.2 APPROVAL

Requests from delegations to present to the Board shall require approval by the Agenda Review Committee.

10.3 SPECIFICS

Requests from Delegations must specify in writing:

- an overview of the topic to be addressed
- the name of the spokesperson for the group.

10.4 HANDOUTS

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

10.5 EXCEPTION

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

10.6 REFUSAL

Delegations may be refused if they would appear on the same agenda as a similar item to be voted upon by Members at the same meeting, or if the Chair and Director deem the presentation unsuitable due to relevancy, timing or sensitive content.

10.7 REFERRED TO COMMITTEE

The Chair or Director may assign a requested Delegation to a Committee of the Board as directed by the Agenda Review Committee.

10.8 TIME LIMIT

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

10.9 QUESTIONS

Questions of clarification may be asked by the Members or Student Trustees following a presentation, but there will be no debate of the issue presented as between Board Members or Student Trustees and the Delegation.

10.10 DECISION

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

10.11 ELECTRONIC REPRESENTATION

At the discretion of the Chair and the Director, arrangements may be made to allow for a Delegation or part of a Delegation to make representation to the Board electronically provided there is no conflict with Provincial legislation or Board policy.

11. ABSENCES

11.1 ABSENCES

All absences by Members or Student Trustees from meetings of the Board or its Committees shall be recorded in the minutes as one of the following:

- a) absence with explanation;
- b) absence without explanation;
- c) absence on Board business;
- d) absence excused by the Board; or
- e) absence for up to 20 consecutive weeks as a result of a Member's pregnancy, birth of a Member's child or the adoption of a child by the Member.

11.2 ELIGIBILITY

Provisions of the [Education Act](#) and Regulations shall apply in determining a Member's eligibility to continue to sit as a Member following extended absences. (See also 4.7, 4.8 & 4.25)

12.0. RULES OF ORDER

12.1 BYLAWS

The rules of order to be observed in Board or committee meetings shall be in accordance with the provisions of these Bylaws, including the Appendices, as approved by the Board Members and amended from time to time. The most recent edition of Robert's Rules of Order shall govern so far as applicable in all matters not provided for by these Bylaws and Appendices. If there is a conflict between these Bylaws, including the Appendices and Robert's Rules of Order, these Bylaws or Appendices shall prevail, provided it does not give rise to an absurd result.

Notwithstanding the above, committee meetings may be conducted in a more informal manner as suggested by Robert's Rules of Order. For example, there is no limit as to how often a member may speak; matters may be discussed without a motion on the floor; the Presiding Officer may make motions and participate in the discussion.

(See also 1.2, 1.4 and 1.5)

12.2 MAINTAINING ORDER

The Presiding Officer shall preserve order; decide all questions of order subject to appeal.

12.3 MEMBERS SPEAKING

Any Member or Student Trustee wishing to speak shall so indicate to the Presiding Officer. When called by the Presiding Officer, but not before, the Member or Student Trustee may proceed to speak, using formal address and confining their remarks to the subject under debate.

12.4 DURATION

Members or Student Trustees shall not speak longer than five (5) minutes on any motion without the permission of the Chair.

12.5 INTERRUPTIONS

No Member or Student Trustee, while speaking, shall be interrupted, except on point of order, in which case the Member or Student Trustee shall desist from speaking and await the decision of the Presiding Officer.

12.6 MOTIONS

Except where Robert's Rules of Order provide otherwise, every motion shall be duly moved and seconded before any debate may ensue.



12.7 DISPOSAL of MOTIONS

Any motion moved and seconded shall be disposed of only by a vote of the Board Members, unless the mover and the seconder, with the permission of the Board, withdraw the motion.

12.8 CONTRARY to BYLAWS

Whenever a motion presented is contrary to the Bylaws of the Board, the Presiding Officer shall so apprise the members.

13.0 DUTIES OF BOARD OFFICERS

13.1 CHAIR

In addition to the duties of the Chair under s.218.4 of the Act, the Chair shall:

- a) **Legally Constituted** - determine that the meeting is legally constituted;
- b) **Notice of Meeting** – ensure that the notice of meeting was issued by proper authority and that the notice made reference to the subject areas to be discussed and Members and Student Trustees have the information needed for informed discussion of agenda items;
- c) **Agenda** - have in their possession, the agenda for the meeting;
- d) **Quorum** - ascertain that a quorum is present;
- e) **Call to Order & Adjourn** - call the meeting to order on opening and adjourning it when the business is completed or when, for some other reason, it cannot proceed further;
- f) **Orderly Conduct** - enforce the observance of all rules for the orderly conduct of the meeting and expel or exclude from any meeting any person guilty of improper conduct;
- g) **Tact & Judgment** - exercise tact and judgment at all times;
- h) **Call for Vote** - put the question on every motion, when debate on the motion is complete;
- i) **Declare Outcome** - declare the will of the meeting as expressed in the outcome of the vote;



- j) **Discussion** - give every Member and Student Trustee reasonable opportunity to participate in the discussion;
- k) **Chair's Participation** - take part in any discussion after allowing Members and Student Trustees sufficient opportunity to speak; but, if the Chair wishes to debate the motion, the Chair shall discontinue the Presiding Officer role until the motion has been disposed of;
- l) **Read Motion** - state each motion or amendment clearly, on request, and receive comment to forego the reading of the motion or amendment as it comes before the meeting, if desired;
- m) **Maintain Order** - maintain order and decide all questions of procedure, subject to appeal by any Member to the Board;
- n) **Official Record** - sign, along with the Secretary, all motions approved by the Board and sign or initial all original motions and mark same "carried" or "lost", as the case may be;
- o) **Communications** - act as the spokesperson for the Board of Trustees, unless otherwise delegated.

13.2 VICE-CHAIR

In the absence of the Chair, the Vice-Chair shall preside in the the absence of the Chair.

13.3 SECRETARY

The Secretary of the Board shall be the Director.

As such, the Director shall act as Secretary for all Regular and Special Board Meetings and Committee of the Whole Board meetings.

The Director may delegate secretarial responsibility to other administrators for other committees of the Board.

The Secretary shall:

- a) **Record Results** - record or cause to have recorded the results of the deliberations of a meeting;

- b) **Maintain Record** - file and preserve the original resolutions, both "carried" and "lost", as part of the original records of the Board;
- c) **Assist Chair** - assist the Chair and the Members in providing information, direction and interpretation, when requested.

13.4 TREASURER

The Treasurer of the Board shall have authority to act as prescribed in the [Education Act](#), Provincial regulation and Board policy.

APPENDICES

Appendix I: Definitions (for Policy Procedural Bylaws)

Appendix II: Descriptions of Current Board Committees

Appendix III: Procedures at a Glance

Appendix IV: Quick Reference and Guide to Parliamentary Procedures

APPENDIX I: DEFINITIONS (for Policy PROCEDURAL BYLAWS) In these Bylaws:

Act	means the Education Act , Revised Statutes of Ontario as amended from time to time.
Ad Hoc Committee	means a committee established by the Board to consider a specific, assigned matter and report back thereon to the Board by a fixed date.
Appointed Board Officers	means the Secretary and Treasurer of the Board (or, the Sec./Treas., as the case may be).
Board	means the Algoma District School Board.
Chair	means the Chair of the Board.
Committee Chair	means the Chair of a standing, ad hoc, statutory or other committee of the Board.
Committee of the Whole	means the Board meeting as a whole within the rules and regulations of a committee and as such may be open or closed to the public ("in camera"), provided the provisions of the applicable legislation are observed.
Director	means Director of Education, Secretary of the Board and its Chief Executive Officer and Chief Education Officer.
Elected Board Officers	means the Chair and Vice-Chair of the Board.
Ex officio	refers to a person who is permitted to act by virtue of office, but an ex officio member does not vote and is not counted in determining a quorum.
Management Team	means the senior administration (i.e. Supervisory Officers) employed by the Board.
Member	means a member within the meaning of the Education Act and its regulations, elected, appointed or acclaimed to the Board.
OPSBA	means the Ontario Public School Boards' Association who represents public district school boards and public school authorities in Ontario.
Presiding Officer	means the one who is presiding over a meeting.
Pro Tem	means any temporary appointment, usually effective for only one meeting or for the time being.
Regular Board Meeting	means the Board Members meeting as a whole, on pre-determined dates and as a decision-making body.
Standing Committee	means a committee established by the Board to consider, on a regular basis, a specific, fixed area of the Board's operations.
Statutory Committee	means any committee formed by requirement of statute or regulation.
Student Trustees	means students elected in accordance with the legislation under the Education Act to represent the interests of pupils in the last two years of the intermediate division and in the senior division.
Vice-Chair	means the Vice-Chair of the Board.

APPENDIX II: DESCRIPTIONS OF CURRENT BOARD COMMITTEES

1. SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Description:

Trustees bring information forward to members regarding Board initiatives such as Enrolment, Accommodation Review, Program overviews.

Commitment:

Meetings held monthly with lunch from 11:45 a.m. – noon and meeting 12:00-1:00 p.m.

2. SUPERVISED ALTERNATIVE LEARNING (SAL)

Description:

Supervised Alternative Learning Program (SAL) is for students aged 14 to 17 who, for a variety of reasons, are at risk of leaving school early. A more detailed description of SAL is attached. Schools recommend students for SAL to the SAL Committee after developing a Supervised Alternative Learning Plan (SALP) with school staff, parents/guardians, the students and other community partners. The SAL Committee reviews each recommendation and determines whether or not approval will be provided.

Commitment:

The SAL Committee meets twice monthly (if needed) prior to a Board or Committee of the Whole meeting. Depending on how many students are being considered, formal meetings can range from 5 to 30 minutes. Often, material is provided in advance for review, which reduces the time needed to meet. An annual report will be brought to the Board each June.

3. PARENT INVOLVEMENT COMMITTEE (PIC)

Description:

Trustee brings information forward to members regarding Board initiatives e.g. Enrolment, Accommodation Review, Program overviews.

Commitment:

At least four (4) meetings per year, usually on the first Monday of the month from 6:30 p.m. – 8:00 p.m.

.../2

4. EXPULSION/SUSPENSION HEARING COMMITTEE

Description:

The Board authorizes the creation of a Discipline Committee of three (3) trustees to decide appeals of Principal suspensions and Principal recommendation for expulsion. All other trustees would serve as alternatives in case one of the committee members cannot be present. The Discipline Committee shall have the powers as set out in the Education Act and any other powers to implement any appropriate order.

Commitment:

This Committee meets prior to a Board or Committee of the Whole meeting. Depending on how many students are being considered, meetings run approximately 20 minutes. Material is provided prior to arriving to the meeting for review which reduces the time needed to meet. An annual report will be brought to the Board each June.

5. OPERATIONS AND BUDGET COMMITTEE

Description:

This Committee consists of 3 Trustee members. The Chair of the Board and the Director of Education are ex-officio members and the Superintendent of Business and Manager of Finance are resources to the committee. The committee was designed to meet and provide oversight into the Budget development and Capital Projects each year. It would also meet from time to time on certain Operational issues that required more detailed discussion. The committee would then update the full Board on these issues.

Commitment:

This committee would meet approximately 2-3 times annually.

6. AUDIT COMMITTEE

Description:

This committee was mandated by the Ministry of Education to assist the board of trustees in fulfilling its duties related to governance and oversight. The committee consists of 3 trustee members and 2 external members. The Chair of the Board and Director of Education are ex-officio members and the Superintendent of Business and Manager of Finance are resources to the committee. The duties of the audit committee include financial reporting processes, internal controls, external auditing, risk management, compliance matters and recommends approval of the financial statements to the Board of Trustees.

Commitment:

The committee is governed by Ministry of Education regulation which establishes a minimum of 3 meetings each year.

PROCEDURES AT A GLANCE

Principles:

- justice and courtesy for all
- one thing at a time
- recognition of the will of the majority
- protection of the rights of the minority

Type of Motion	Must be Seconded	Can be Discussed	Can be Amended	Vote Required
PRIVILEGED (and incidental)				
▪ Stops proceedings no matter what is before the Board				
Motion to adjourn	Yes	No	No	Majority
Motion to recess	Yes	Only to length	Yes	Majority
Question of privilege	No	No	No	No
Point of Order	No	Chair and Mover Only	No	No
Appeal the ruling of the Chair	Yes	Yes	No	---
SUBSIDIARY				
▪ Determines immediate fate of motion before the Board				
Table of Motion	Yes	No	No	Majority
To call for a vote	Yes	No	No	Majority
To defer	Yes	Yes Time only	Yes Time only	Majority
To proceed	Yes	No	No	Majority
To call the previous question	Yes	Yes	No	Majority

PROCEDURES AT A GLANCE

Type of Motion	Must be Seconded	Can be Discussed	Can be Amended	Vote Required
To refer	Yes	Yes	Yes	Majority
Amend a main Motion	Yes	Yes	Yes	Majority
Amend the Amendment	Yes	Yes	No	Majority
To limit debate	Yes	No	Yes Time only	Majority
To extend debate	Yes	No	Yes Time only	Majority
Withdraw a Motion	No	No	No	Majority
The Director is on hand to advise the Chair and, when necessary, if asked by the Chair or the board, to state the ruling or give the Director's interpretation of it.				
UNCLASSIFIED Refers to Motions that need to be considered again				
Motion to reconsider	Yes	Yes	No	Majority
Motion to rescind	Yes	Yes	Yes	Majority
Take from the table	Yes	No	No	Majority
MAIN MOTION Presents a proposal to the Board	Yes	Yes	Yes	Majority

APPENDIX IV: QUICK REFERENCE AND GUIDE TO PARLIAMENTARY PROCEDURES

QUICK REFERENCE AND GUIDE TO PARLIAMENTARY PROCEDURES

A conveniently indexed Robert's Rules of Order or this reference guide should be consulted to help the chairman determine the proper course of action.

PRIVILEGED MOTIONS
INCIDENTAL MOTIONS
SUBSIDIARY MOTIONS

ORDER OF MOTION	MAY APPLY TO THE FOLLOWING MOTIONS	MAY INTERRUPT ONE WHO HAS FLOOR	MOVER MUST BE RECOGNIZED	REQUIRES A SECOND	DEBATABLE	VOTE REQUIRED	MAY BE RENEWED	MOTIONS THAT MAY APPLY TO IT
1. TO FIX TIME OF NEXT MEETING	None	No	Yes	Yes	Not when privileged	Majority	Not for same time	Amend, Reconsider
2. TO ADJOURN	None	No	Yes	Yes	Not when privileged	Majority	Yes, after progress	None
3. QUESTION OF PRIVILEGE	None	Yes, if necessary	No	No	No, but a resulting motion is	Decided by chair	After progress	None apply to question of privilege, but all may apply to resulting privileged motion
4. TO CALL FOR ORDERS OF THE DAY	Any special or general order	Yes, to call for a special order	No	No	No	None takes 2/3 vote to postpone special order	Yes, except special cases	None except to postpone orders
5. RISE TO A POINT OF ORDER	Any motion or act	Yes	No	No	No	None unless appealed, then majority	No	None
6. APPEAL	Any decision by the chair	Yes	No	Yes	No	Majority	No	Lay on table, close debate, reconsider
7. TO SUSPEND THE RULES	Any motion where needed	No	Yes	Yes	No	Usually 2/3 (see constitution)	No, except by unanimous consent	None
8. TO CREATE SPECIAL ORDERS	Main motion	No	Yes	Yes	Yes	2/3	After progress	All
9. TO WITHDRAW (OR RENEW) A MOTION	Any motion	No	Yes	No	No	Majority	After progress	Reconsider
10. VOTING-DIVISION Motion to Ballot	Any		No	Division, see Ballot, yes	No	Majority	Does not apply	None
11. OBJECTION TO CONSIDERATION	Main question and questions of privilege	Yes	No	No	No	2/3 in negative	No	Reconsider
12A. TO LAY ON THE TABLE	Main question, appeals, question of privilege or reconsider	No	Yes	Yes	No	Majority	After progress	None
12B. TO TAKE FROM THE TABLE	Only to motion that was tabled	No	Yes	Yes	No	Majority	After progress	None
13. CLOSE DEBATE	Any debatable motion	No	Yes	Yes	No	2/3 Majority	After progress	Reconsider
14. TO POSTPONE TO CERTAIN DAY	Main motion, questions of privilege or reconsider	No	Yes	Yes	Yes	Majority	After progress	Amend, reconsider, <u>lay</u> or close debate
15. TO REFER	Main motion, questions of privilege	No	Yes	Yes	Yes	Majority	After progress	Amend, reconsider, <u>lay</u> or close debate
16. TO AMEND OR SUBSTITUTE	Main motion, limit debate, refer, <u>postpone-debatable</u> , fix time of next meeting	No	Yes	Yes	Yes	Majority	No	Amend, reconsider, <u>lay</u> or close debate
17. TO POSTPONE INDEFINITELY	Main motion, questions of privilege	No	Yes	Yes	Yes	Majority	No	Limit or close debate, reconsider ("1" vote only)
18. MAIN QUESTION (see motion)	No other motion	No	Yes	Yes	Yes	Majority	Not at same session	All
19. TO RECONSIDER	Any motion except <u>adjourn</u> , suspend rules, lay on table	Yes, for entry	No	Yes	Yes	Majority	No	Limit or close debate, lay on table, postpone definitely
20. TO RESCIND	Main motions, appeals, questions of privilege	No	Yes	Yes	Yes	Majority	Not at same session	All
21. ELECTIONS (Nominations)	None	No	Yes	No	No			None

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.09: Right to Disconnect from Work Policy

Supporting Policies

6.27 Health and Safety Policy

Supporting Procedures

Right to Disconnect from Work Procedure

Supporting Protocols and Guidelines

Supporting Templates and Forms

External Resources

[Bill 27, Working for Workers Act, 2021 - Legislative Assembly of Ontario \(ola.org\)](#)

[Education Act, R.S.O. 1990, c. E.2 \(ontario.ca\)](#)

[Ontario Human Rights Code](#)

[Employment Standards Act](#)

POLICY STATEMENT

The Algoma District School Board is committed to promoting, encouraging and supporting employees in prioritizing their own health and wellbeing.

It is important for individual well-being that a healthy and sustainable work-life balance be achieved, which includes disconnecting from work outside of regular working hours.

Disconnecting from work means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work. In the event of emergencies, it will be necessary to engage in work related communications outside of an employee's regular working hours.

The Board is responsible for maintaining compliance with all statutory obligations under the *Employment Standards Act*. This policy and accompanying procedure are in accordance with Bill 27, the *Working for Workers Act, 2021* and subsequent amendments to the *Employment Standards Act*.

SECTION 6: OPERATIONS

POLICY 6.16: Video Surveillance Policy

Supporting Policies

[6.42 Use of Computing and Information Technology](#)

[6.49 Safe Schools Policy](#)

Supporting Procedures

[Video Surveillance Procedure](#)

Supporting Protocols and Guidelines

[Video Surveillance Guidelines](#)

Supporting Templates and Forms

Other Resources

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Video Surveillance Cameras in Schools Guidelines \(Information & Privacy Act Commissioner's Office\)](#)

[Privacy and Information Management \(PIM\) Toolkit established for School Boards by the PIM taskforce](#)

Approved by Board Resolution # 152-2011-11-08

Reviewed by Board Resolution# 076-2016 06 14

Policy Statement

It is the policy of the Algoma District School Board that Video Surveillance equipment can be used to comply with its responsibilities and the duties of its employees as set out in the Education Act and Regulations. Video surveillance and the resulting records are to be used for inquiries and proceedings related to maintaining the health, welfare, safety and security, for the protection of property and any criminal activity affecting students, staff, and visitors while on school board premises.

The Board will have established procedures to govern the use of video surveillance and the use of video records that deal with the following:

- a) Notification of the installation of video surveillance equipment
- b) Locations of the equipment
- c) Secure Transmission of Information
- d) Use, Disclosure, Retention, Security and Disposal of Surveillance Records
- e) Access to Personal Information
- f) Covert Surveillance
- g) Privacy Breach Response

SECTION 6: OPERATIONS

POLICY 6.16: Video Surveillance Policy

Supporting Policies

[6.42 Use of Computing and Information Technology](#)

[6.49 Safe Schools Policy](#)

Supporting Procedures

[Video Surveillance Procedure](#)

Supporting Protocols and Guidelines

[Video Surveillance Guidelines](#)

Supporting Templates and Forms

Other Resources

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[~~Video Surveillance Cameras in Schools Guidelines \(Information & Privacy Act Commissioner's Office\)~~](#)

[~~Guidelines for the Use of Video Surveillance \(Information and Privacy Commissioner of Ontario\)~~](#)

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- d) Use, Disclosure, Retention, Security and Disposal of Surveillance Records
- e) Access to Personal Information
- f) Covert Surveillance
- g) Privacy Breach Response

SECTION 6: OPERATIONS

Policy 6.49.03: Bullying Prevention and Intervention Policy for Students

Supporting Policies

- 4.07 [Employee Ethics](#)
- 6.12 [Workplace Violence Policy](#)
- 6.36 [Equity and Inclusive Education](#)
- 6.49 [Board Code of Conduct](#)
- 6.49.01 [Safe Schools Policy](#)
- 6.49.02 [Progressive Discipline Policy for Students Including Suspension and Expulsion](#)

Supporting Procedures

[Administrative Procedure for Student Bullying Prevention and Intervention](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Bill 13 Accepting Schools Act 2012](#)
[Provincial Code of Conduct](#)
[Education Act](#)
[Policy Program Memorandum No. 144](#)

Approved by Board Resolution #028-2008 01 29

Revised by Resolution #094-2014 05 27

Revised by Resolution #039-2021 03 30

Policy Statement

It is the policy of the Algoma District School Board that bullying will not be accepted on school property, at school-related activities, on school transportation, or in any other circumstances, including cyberbullying, where engaging in bullying will have a negative impact on the school climate. Bullying adversely affects a student's well-being and ability to learn, and adversely affects the school climate, including healthy relationships.

Staff of the Algoma District School Board shall be committed to:

1. Creating schools which are safe, inclusive and accepting of all pupils.
2. Encouraging a positive school climate and preventing inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.

3. Addressing inappropriate pupil behaviour and promoting early intervention.
4. Providing support to pupils who are impacted by inappropriate behaviour of other pupils.
5. Establishing disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
6. Providing pupils with a safe learning environment.

Definition(s)

For the purposes of developing and implementing Board policy and school-level procedures on bullying prevention and intervention, the following definition of **bullying** will apply:

Bullying means aggressive and typically repeated behaviour by a pupil where,

- (a) *the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,*
 - (i) *causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
 - (ii) *creating a negative environment at a school for another individual, and*
- (b) *the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")*

For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) *creating a web page, blog, app or any social media posting in which the creator assumes the identity of another person;*
- (b) *impersonating another person as the author of content or messages posted on the internet; and*
- (c) *communicating material electronically to more than one individual or posting material on a website, app or other social media platform that may be accessed by one or more individuals.*

Bill 13 Accepting Schools Act 2012

Aggressive behaviour may be intentional or unintentional, direct or indirect. Bullying is a dynamic of unhealthy interaction that can take many forms including, but not limited to:

- Physical (e.g. hitting, pushing, tripping);
- Verbal (e.g. name calling, mocking or making sexist, racist, transphobic or homophobic comments);
- Social (e.g. excluding others from a group, spreading gossip or rumours);
- Technological (e.g. spreading rumours, images, threats, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technologies).

Harm may be experienced in a number of ways, including physical, mental, emotional, and psychological.

1. Prevention and Awareness Raising

All members of the school community shall uphold the Standards of Behaviour as outlined in the [Provincial Code of Conduct](#) and [Board Policy](#).

Daily classroom and school-wide teaching strategies will include a focus on developing healthy relationships, bullying prevention, and promoting the 12 attributes identified in the ADSB Character Development Initiative.

2. Programs, Interventions, and Other Supports

Intervention and support will be consistent with a progressive discipline approach. Ongoing intervention and support may be necessary to sustain and promote positive student behavior. Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including educational assistants, staff in social work, child and youth work, psychology, and related areas) – must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the [Education Act](#) and Ontario Regulation 472/07. Such inappropriate behavior may involve bullying.

3. Notifying Parents

Principals shall notify the parents of students who are victims of bullying and the parents of students who have engaged in bullying.

4. Reporting to the Principal

Any employee of the board and other non-board employees who come into direct contact with students on a regular basis (i.e. bus drivers, community agency representatives, parent volunteers, coaches etc.) who become aware that a student is engaging in bullying, will respond to the behavior and shall report the matter to the principal, as soon as reasonably possible, using the reporting procedures established by the board.

5. Professional Development Strategies for Administrators, Teachers, and Other School Staff

The Algoma District School Board will provide training for all teachers and other staff related to resources, strategies and procedures related to bullying prevention and intervention.

6. Communication and Outreach Strategies

The Algoma District School Board will openly communicate its policy, intervention and prevention strategies as well as the definition of bullying to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers.

7. Monitoring and Review

The Algoma District School Board will conduct a school climate survey) on a two-year cycle. The survey will be used to provide data for each school to conduct an analysis of school climate as well as to provide indicators for monitoring, reviewing and evaluating the effectiveness of the school's bullying prevention and intervention strategies . The survey will also be used to monitor, review and evaluate the effectiveness of the ADSB Bullying Prevention and Intervention Plan.

8. School Well-Being Teams

Each school must establish a School Well-Being Team. Other school committees and teams (e.g. healthy schools, equity, safe schools, etc.) may be incorporated into the School Well-Being Team.

9. ADSB Bullying Prevention and Intervention Plan

Schools shall utilize the Algoma District School Board Bullying Prevention and Intervention Plan, as outlined in the administrative procedures, to establish school-level procedures that outline bullying prevention and intervention strategies.

The ADSB Bullying Prevention and Intervention Plan will be reviewed every five years and will be posted on the board's website and shared by schools with parents.

10. Responsibility

It is the responsibility of the Board, including Board staff and volunteers, students and parents/guardians of students under 18 years of age to follow this established policy and the Administrative Procedure for Student Bullying Prevention and Intervention.

SECTION 6: OPERATIONS

Policy 6.49.03: Protecting Student Well-Being through Bullying Prevention and Intervention ~~Policy for Students~~

Supporting Policies

- 4.07 [Employee Ethics](#)
- 6.12 [Workplace Violence Policy](#)
- 6.36 [Equity and Inclusive Education](#)
- 6.49 [Board Code of Conduct](#)
- 6.49.01 [Safe Schools Policy](#)
- 6.49.02 [Progressive Discipline Policy for Students Including Suspension and Expulsion](#)

Supporting Procedures

[Administrative Procedure for Student Bullying Prevention and Intervention](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Bill 13 Accepting Schools Act 2012](#)
[Provincial Code of Conduct](#)
[Education Act](#)
[Policy Program Memorandum No. 144](#)

Approved by Board Resolution #028-2008 01 29

Revised by Resolution #094-2014 05 27

Revised by Resolution #039-2021 03 30

Revised by Resolution #

Policy Statement

It is the policy of the Algoma District School Board that bullying, including cyberbullying, is a serious issue and will not be ~~accepted~~ tolerated in the school environment (including virtual), ~~ed~~ on school property, at school-related activities, on school transportation, or in any other circumstances, ~~including cyberbullying, where engaging in bullying that resulting in will have~~ a negative impact on the school climate. Bullying adversely affects a student's well-being and ability to learn, and adversely affects the school climate, including healthy relationships.

All sStaff of the Algoma District School Board shall be committed to:

1. Creating schools which are safe, inclusive and accepting of all pupils.

2. Encouraging a positive school climate and preventing inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.
3. Addressing inappropriate pupil behaviour and promoting early intervention.
4. Providing support to pupils who are impacted by inappropriate behaviour of other pupils.
5. Establishing disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
6. Providing pupils with a safe learning environment.

Definition(s)

For the purposes of developing and implementing Board policy and school-level procedures on bullying prevention and intervention, the following definition of **bullying** will apply:

Bullying means aggressive and typically repeated behaviour by a pupil where,

- (a) *the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,*
 - (i) *causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
 - (ii) *creating a negative environment at a school for another individual, and*
- (b) *the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")*

For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) *creating a web page, blog, app or any social media posting in which the creator assumes the identity of another person;*
- (b) *impersonating another person as the author of content or messages posted on the internet; and*
- (c) *communicating material electronically to more than one individual or posting material on a website, app or other social media platform that may be accessed by one or more individuals.*

Bill 13 Accepting Schools Act 2012

Aggressive behaviour may be intentional or unintentional, direct or indirect. Bullying is a dynamic of unhealthy interaction that can take many forms, including, but not limited to:

- Physical bullying includes, but is not limited to (e.g. hitting, pushing, tripping, chasing, destroying or stealing belongings, and unwanted sexual touching);
- Verbal bullying includes, but is not limited to (e.g. name calling, mocking, sarcasm, teasing, spreading rumours, threatening, unwanted sexual comments, and/or making negative references to one's culture, ethnicity, race, religion, gender or sexual orientation, sexist, racist, transphobic or homophobic comments);
- Social bullying includes, but is not limited to (e.g. excluding others from a group, mobbing, scapegoating, humiliating others with public gestures intended to put them down, and spreading gossip or rumours);
- Cyber-bullying/Technological is the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications (e.g. spreading rumours, images, threats, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technologies). Examples of cyber-bullying may include:
 - Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
 - Revealing information considered to be personal, private, and sensitive without consent;
 - making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and
 - excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Harm may be experienced in a number of ways, including physical, mental, emotional, and psychological.

1. ADSB Bullying Prevention and Intervention Plan

All members of the school community shall uphold the Standards of Behaviour as outlined in the Provincial Code of Conduct and Board Policy.

Schools shall utilize the Algoma District School Board Bullying Prevention and Intervention Plan, as outlined in the administrative procedures, to establish school-level procedures that outline bullying prevention and intervention strategies.

The ADSB Bullying Prevention and Intervention Plan will be reviewed every ~~two~~ five years and will be posted on the board's website and shared by schools with parents.

2. Engaging Parents/Guardians and Families

The ADSB Bullying Prevention and Intervention Plan will be posted on the board's website and shared by schools with parents/guardians. Information about bullying prevention and reporting, and protocols to follow when not satisfied with a school response, will be posted on the board's website. Board staff will periodically work with community partners to plan bullying information sessions for parents/guardians.

3. Notifying Parents

Principals or staff designated by the Principal shall notify the parents/guardians of students involved in bullying (e.g. bullies, victims, bystanders) as soon as reasonably possible who are victims of bullying and invite the parents/guardians to discuss supports for their child. and the parents of students who have engaged in bullying.

1.4. Prevention and Awareness Raising

~~All members of the school community shall uphold the Standards of Behaviour as outlined in the Provincial Code of Conduct and Board Policy.~~

Daily classroom and school-wide teaching strategies will include a focus on developing healthy relationships, school-wide bullying prevention strategies, and promoting the 12 attributes identified in the ADSB Character Development Initiative. Learning opportunities will include the development of healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom instruction and school activities. Opportunities will be made available for staff and students to learn to recognize the various forms of bullying and understand the actions that can be taken by those witnessing the behaviour. Opportunities will be made available for students and staff to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school.

2.5. Programs, Interventions, and Other Supports

Intervention and support will be consistent with a progressive discipline approach. Ongoing intervention and support may be necessary to sustain and promote positive student behavior. Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including educational assistants, staff in social work, child and youth work, psychology, and related areas) – must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Par XIII of the [Education Act](#) and Ontario Regulation 472/07. Such inappropriate behavior may involve bullying.

~~**3.1. Notifying Parents**~~

~~Principals shall notify the parents of students who are victims of bullying and the parents of students who have engaged in bullying.~~

4.6. Reporting to the Principal

Any employee of the board and other non-board employees who come into direct contact with students on a regular basis (i.e. bus drivers, community agency representatives, parent volunteers, coaches etc.) who become aware that a student is engaging in bullying, will respond to the behavior and shall report the matter to the principal, as soon as reasonably possible, but no later than the end of the school day, so that appropriate actions to address the incident and protect the student may be taken. using the reporting procedures established by the board. If a bullying incident is violent, the principal must notify police and complete a Violent Incident Report.

7. Suspensions and Expulsions for Bullying

Actions taken by the principal in response to bullying incidents will align with Policy 6.49.02 – Progressive Discipline Policy for Students Including Suspension and Expulsion.

5.8. Professional Development Strategies for Administrators, Teachers, and Other School Staff

The Algoma District School Board will provide training for all teachers and other staff related to resources, strategies and procedures related to bullying prevention and intervention.

6.9. Communication and Outreach Strategies

The Algoma District School Board will openly communicate its policy, intervention and prevention strategies as well as the definition of bullying to students, parents/guardians, teachers and other school staff, school councils, volunteers, ~~and~~ school bus operators/drivers, and Board committees (e.g. Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council). The ADSB Bullying Prevention and Intervention Plan will be posted on the Board's website and shared by schools with parents/guardians.

7.10. Monitoring and Review

All instances of reported bullying will be tracked and monitored to guide and inform school and board strategic planning. The Algoma District School Board will conduct ~~a~~ school climate surveys on a two-year cycle. Students, school staff and parents/guardians will have an opportunity to participate in the survey. Reported bullying data and t~~he survey~~ will be used to provide data for each school to conduct an analysis of school climate as well as to provide indicators for monitoring, reviewing and evaluating the effectiveness of the school's bullying prevention and intervention strategies-. Reported bullying data and school climate survey data~~The survey~~ will also be used to monitor, review and evaluate the effectiveness of the ADSB Bullying Prevention and Intervention Plan.

8.11. School Well-Being Teams

Each school must establish a School Well-Being Team responsible for fostering a safe, inclusive and accepting school climate. Other school committees and teams (e.g. healthy schools, equity, safe and accepting schools, etc.) may be incorporated into the School Well-Being Team.

9.1. ADSB Bullying Prevention and Intervention Plan

~~Schools shall utilize the Algoma District School Board Bullying Prevention and Intervention Plan, as outlined in the administrative procedures, to establish school-level procedures that outline bullying prevention and intervention strategies.~~

~~The ADSB Bullying Prevention and Intervention Plan will be reviewed every five years and will be posted on the board's website and shared by schools with parents.~~

10.12. Responsibility

It is the responsibility of the Board, including Board staff and volunteers, students and parents/guardians of students under 18 years of age to follow this established policy and the Administrative Procedure for Student Bullying Prevention and Intervention.

DRAFT



B.2 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 06 14

SUBJECT: ALGOMA DISTRICT SCHOOL BOARD SPECIAL EDUCATION PLAN FOR 2022-2023

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 The Special Education Plan must be reviewed by the Special Education Advisory Committee (S.E.A.C.).
- 2.1.3 The Board is also required to post the Special Education Plan on the Board website.

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 at their meetings on April 12th with Trustee Reid and Trustee Meyers in attendance, May 10th with Trustee Reid and Trustee Meyers in attendance, and June 7th with Trustee Reid and Trustee Evans in attendance.

2.3.0 Recommendation

- 2.3.1 It is recommended that the Board acknowledge receipt of the Special Education Plan for 2022–2023 as contained in the Director's Report to the Board of 2022 06 14.

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.

ADSB Special Education Plan 2022-2023



*Confident learners,
caring citizens.*

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Special Education Plan 2022-2023

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 2022-2023 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.

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 2021-2022 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. participation in School Councils, the Parent Involvement Committee, and/or other committees (e.g. Well-Being); and

4. case conferences at the school level.

Principals/Vice-Principals

Elementary and Secondary Principals have opportunities to discuss 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 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. Due to staffing pressures related to COVID-19, meetings of Specialized Program Teachers were limited during the 2021-2022 school year.

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.

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 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.

2022-23 Estimates
**COMPARISON OF REVENUE VS EXPENSES - SPECIAL EDUCATION
ONLY**

		2022-23 Estimates		
		REVENUE	EXPENSES	SURPLUS (DEFICIT)
	(A)	(B)	(C)	(D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	10,397,032	11,522,646	(1,125,614)
2	Supply Teachers	272,103	312,441	(40,338)
3	Teacher Assistants	9,100,641	9,096,104	4,537
4	Early Childhood Educators	253,963	275,871	(21,908)
5	Textbooks & Classroom Supplies	514,130	548,111	(33,981)
6	Computers	-	-	-
7	Profs. & Para-prof	716,250	748,054	(31,804)
8	Library & Guidance	-	-	-
9	Staff Dev.	40,238	43,000	(2,762)
10	Sub-total	21,294,357	22,546,227	(1,251,870)
	NON-CLASSROOM			
11	Coordinators/Consultants	795,628	850,767	(55,139)
12	Princ. & VP's	12,456	13,531	(1,075)
13	Transportation	700,000	700,000	-
14	Sub-total	1,508,084	1,564,298	(56,214)
15	TOTAL BUDGET	22,802,441	24,110,525	(1,308,084)

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.

The Kindergarten Language Screening Tool (KLST) 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.

A Process for Accessing Special Education Programs/Services

The following steps may provide a helpful overview of a process of accessing special education programs and services for your child:

- 1. Collaboration Among Home & School:** When a concern is brought forward from the school or to the school, special education begins. 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. School-based Consultation:** If it appears that further consultation is required, the teacher may suggest that the In-School Education Team (ISET) discuss your child's needs to help find school-based strategies and interventions that will support your child's learning.
- 3. System-based Consultation:** The school may also contact special education department staff to help with assessing needs, offering suggestions and/or strategies for intervention, discussing further assessment options (either informal or formal), and/or recommending specialized consultation with members of the board team or an outside agency.
- 4. Individual Education Plan (IEP):** Depending on the circumstances and the assessment data available, the school principal, in consultation with the special education department, may also recommend that a 'non-exceptional' Individual Education Plan (IEP) be put in place for your child. The IEP will outline appropriate programming and services (including accommodations, modifications, and/or alternative programming) that will be provided.
- 5. Formal Assessment:** For some students, a formal assessment can help to provide the school with specific information to be used for identification and/or programming. If the student is an appropriate candidate for an assessment to be provided through the school board, the school will follow the ADSB's existing referral process for assessments. In cases where the needs of the student are complex, or in cases where a differentiated diagnosis is required, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for more specialized diagnosis may be most appropriate. Some families prefer to seek assessments from private practitioners. Your school can help provide you with information on the assessment referral process.
- 6. Report Sharing:** Once an assessment has taken place, the information will be shared with you. How the report is shared will depend on whether the assessment was conducted through the school board, or through a private practitioner or external agency.
 - a) Internal Assessments provided through ADSB:** If the assessment was provided through the school board, the results will be shared with you by the assessor and a Special Education Assignment Teacher (SEAT). Once the results have been shared, you will need to give your permission for the report to be included in your child's *Ontario Student Record (OSR)* folder, which will enable school staff to use the information in the report to ensure appropriate programming and/or services are in place.
 - b) External Assessments (e.g. Private Practitioner, External Agency):** If you have chosen to have a private assessment conducted outside of the school board, or if an assessment through a community agency was considered to be

most appropriate for your child, the practitioner or agency that conducted the assessment will share the results with you directly. You will need to provide a copy of the report to the school to enable school staff to use the information in the report for programming and/or identification.

7. Non-Exceptional / IEP Only: If results of the assessment indicate that your child requires special education programming and/or services but does not meet the criteria for a specific identification, an Individual Education Plan (IEP) may still be recommended in the category of “Non-exceptional” or “IEP only”. If your child already has a Non-Exceptional IEP (see #4) in place, it will be updated with information from the report.

b) IPRC: If the results of the assessment indicate your child’s profile meets criteria for identification in a specific category of exceptionality (see pg. 7-10) an Identification, Placement, Review Committee (IPRC) meeting will be arranged.

For most students, who will continue to receive programming and services in the regular classroom, the IPRC will take place at the school level.

In some cases, if the student demonstrates an appropriate learning profile and the family is interested in considering these options, placement in a specialized program or specialized classroom may be considered. The IPRC may take place at the system level in these circumstances.

Both identification and placement must be reviewed by an IPRC on a regular basis (at least yearly).

Iterative Programming: Ultimately, the Individual Education Plan (IEP) outlines the special education programming and services that a student will receive at school. This includes an outline of special education programs and services, specific educational expectations (if applicable), information about methods to review progress, and a transition plan is formally developed, in consultation with you as the parent, for each reporting period or semester (September – January, February - June).

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

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 was postponed, assessments. Both Grade 3 students and Grade 4 students participated in the October 2021 assessment.**

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 “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 generally take place within **one to six** months of the intake period during which the referral was approved.

Speech and Language Assessments

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 **one-three 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, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for more specialized diagnosis may be most appropriate.

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 conducts the assessment and communicates the results directly to the parent(s)/guardian(s). This process usually 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 external assessment, a written copy of the assessment report 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 **187 formal psychological-educational assessment reports were completed and shared between June 2021 and June 2022.**

During the school year 2021-2022, 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 approximately 255 sound field systems and 33 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 2021-2022 school year, the ADSB had two Speech and Language Pathologists on staff. Our SLPs completed 42 assessments, resulting in the identification of 28 Communication – Language Impairment exceptionalities, and 7 of whom received a non-exceptional IEP to ensure programs and services are provided.

In addition, our SLPs completed over 37 ongoing consultations throughout the district. The purpose of the ongoing consultations is to support the achievement and well-being of the student based on his/her individualized profile through collaboration, coaching, capacity building, promotion of effective strategies and facilitation of targeted resources. The Speech-Language Pathologist provides strategies to school staff to support the student's areas of need and assist with appropriate programming.

257 students participated in 69 language development groups, consisting of 568 discrete sessions.

Our language team also provided professional development services to SERTs, Educational Assistants, and specialized classroom teachers on topics including *Building the House: The Process of Social-Emotional Development*; *Language Rich Strategies-Good for All*; *TIER 2 Oral Language Groups -3 options: Language Development Groups, Language Enrichment Groups; Language Component Groups*; *Differences between Speech, Language and Literacy*; and a *Pre-School Language Parent Information Session*.

Special Education Exceptionalities

At present, approximately 25% of students (approx. 2400 students) in the Algoma District School Board receive special education programs and services as outlined in an *Individual Education Plan*.

The chart below outlines the categories of exceptionality and the specific identifications within each category.

Percentages listed indicate the exceptionality and/or category as an approximate percentage of the total number of students with an IEP in the ADSB.

Exceptionality	Definition
Category: Non-Exceptional (20%)	
IEP Only (20%)	Students who require special education programs and services to address their learning needs but do not meet the criteria for identification in a specific category listed below are “non-exceptional”. Accommodations, modifications, and/or alternative programming are provided to these students as outlined in their Individual Education Plan
Category: Communication (54%)	
Learning Disability (28%)	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.
Autism (17%)	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)
Language Impairment (8%)	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.
Deaf & Hard of Hearing (<1%)	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.
Speech (<1%)	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.
Category: Intellectual (7%)	
Mild Intellectual Disability (4%)	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 (3%)	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.
Giftedness (<1%)	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.

Category: Behaviour (17%)	
Behaviour (17%)	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: Physical (1%)	
Physical (1%)	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
Blind & Low Vision (<1%)	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Category: Multiple (1%)	
Multiple (<1%)	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.

Exceptionality Statistics 2021-2022 (as of May 1st, 2022)

Learning Disability	Autism	Language/ Speech	Deaf & Hard Of Hearing	Mild Intellectual Delay	Developmental Disability	Gifted
698	422	175/1	12	87	63	8
Behaviour	Physical	Blind & Low-Vision	Multiple	Total IPRC	Total IEP Only	Total IEP
397	23	8	19	1912	457	2370

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.

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 2021-2022 school year, approximately 65 incoming Kindergarten students participated in the formal Transitions process.

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: _____

ORIGINAL to Parent/Adult Student (16+ yrs)



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:

Reason for developing the IEP:

Name:

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 School 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 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.

c. Programming for Students with 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. **The SERT or a Communication Disorders Assistant may provide direct intervention support.** 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 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 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.

- **Withdrawal:** ADSB offers several programs in which students with special education needs are enrolled in a regular age-appropriate classroom but receive intensive instruction for part of the school day from a specialized program teacher (e.g. Learning Support Program, Integrated Support Program).
- **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/Program Options 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 (Primary/Junior)
Pinewood Public School (Primary/Junior)
Isabel Fletcher Public School (Primary/Junior)
Superior Heights Intermediate (Intermediate)

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 (Junior/Intermediate)
Central Avenue Public School (Junior)

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 (Primary/Junior)
H.M. Robbins Public School (Primary/Junior)
Parkland Public School (Primary/Junior)
River View Public School (Primary/Junior)
Central Avenue Public School (Primary/Junior)
Northern Heights Public School (Junior/Intermediate)

Learning for Enhanced Achievement Program (LEAP)

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 (Elliot Lake Secondary School)
Central Algoma Intermediate

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. Due to significant decline in enrollment, an on-site program will not be offered at Rockhaven during the 2022-2023 school year. Students have been provided with the option of accessing existing specialized classes at their home school(s).

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 (on hold), 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. The program normally located at the FJ Davey Home is currently re-located to the Bushplane Heritage Centre due to COVID-19 restrictions.

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 – Kina Awiiya)
- 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 2021-2022 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.

NOTE: PPM 81 is currently under review by the Ministry of Education. Services are subject to change upon release of the updated document.

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	Screening and Assessment tools	Agency (Speech) Board (Language) Speech-Language Pathologist	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

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 Bisaillon – 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)

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 [Protocol for Agreements with External Providers](#)

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 2021-2022 school year, approximately 65 incoming Junior Kindergarten students took place in the formal Transitions process.

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 2021 – 2022 school year, the ADSB Mental Health Team provided information regarding the Mental Health supports and strategies to Trustees, SEAC, Senior Administration, community partners and schools within 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 participated in training to support a mentally healthy return to school. Professional development opportunities were also provided for key employee groups (e.g. SERTs).

As of May 1st, 2022, the ADSB Mental Health Lead has led 112 formal transition meetings, participated in 261 Mental Health Consultations, with 136 follow-ups,

participated in 9 Expulsion processes, as well as facilitating three traumatic events responses. Mental Health Workers, Mental Health and Addiction Nurses, and School & Attendance Counsellors also service students and maintain an active caseload. As of May 1st, 2022, our counsellors provided services to 1132 students.

Education and Community Partnership Programs (Section 23 programs)

The Algoma District School Board provides teachers for several **Section 23** programs, known as 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 eight **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)
- Ministry of Children, Community & Social Services (Donald Doucet Youth 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 Leads

The ADSB began piloting the position of Special Education Lead (SELEAD) beginning in the 2021-2022 school year.

SELEADs work with a small group (three-four schools) to support the school in planning, developing, implementing and monitoring special education programs and services in collaboration with the school SERT and Principal. SELEADs support schools by facilitating meetings and case conferences for students, 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, thereby ensuring that SERTs in these schools have additional time to provide direct instruction/remediation to students.

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).

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.

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 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 2021-2022 school year, the ADSB employed approximately 210 Educational Assistants to help meet the needs of the approximately 2370 exceptional students.

System-Based Special Education Staff

Special Education Assignment Teacher (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.

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 Disorders Assistant (CDA)

Under the direction of a Speech-Language Pathologist, Communication Disorders Assistants conduct much of their work in schools conducting or implementing screening tools, and working with oral language or phonological awareness development groups focused on using and understanding oral language (e.g. vocabulary development, semantics (meaning of words), syntax (sentence structure), morphology (grammar), story re-tell, story grammar elements, following directions, and/or "Wh"- questions. CDAs rotate amongst schools to provide blocks of intervention to students.

CDAs work collaboratively as part of the multi-disciplinary team to support board staff and other stakeholders in addressing the language needs of students.

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 Team

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 2021-2022

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

Special Education Leads

- Michelle Jamieson
- Erin Eitrim

Itinerant Teachers (w/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 Disorders Assistant: Jessica Nicholson
- Communication Disorders Assistant: Jenna Carlucci
- Communication Disorders Assistant: Mikaela Caputo
- ASD Resource Facilitator: Carolyn Nadeau
- ASD Resource Facilitator: Laura Austin
- Behaviour Analyst: Chris Bartko
- Behaviour Coach : Debbie Iozzo
- LD Resource Facilitator: Sarah Anich-Mansfield

Mental Health Lead – Darryl Fillmore

Mental Health Workers: Kassidy Henderson (on leave), Terri Finlayson

School and Attendance Counsellors:

East: Melissa MacDonald, Shelley Shamas, Kendall Chi

Central: Jerry Martin, Kelsey Dugas (on leave), Michelle Pearson, Mary Ellen Perlini, Christina Williams, Desire Mitchell, Sarah Mador (on leave), Marnie Tarantini, Shawna Thomas, Karli Lee, Grace Winter

North: Jeff MacLary

SPECIAL EDUCATION STAFF

2021 – 2022 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)	26.03	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	3.0	JK – 12 support
3. Educational assistants in Sp.Ed.		
3.1 Educational assistants	177	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	3.0	B.A. plus A.S.L.
5.4 transcribers	0	
5.5 Interveners	0	
5.6 Auditory-verbal therapists	0	

2021-2022 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	0.0	Teacher of the Deaf
2.2 Teacher diagnosticians		
2.3 Special education system administrators	.3	Specialist Sp. Ed.
2..5 Special Education Assignment Teacher	2.0	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 2021-2022 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)	Noon Hour Assistants Renewals for various groups	Focus on preventative measures and safety when dealing with aggressive behaviours	Re-certification training for selected groups
Autism Training	Specialized Classroom Teachers Educational Assistants Early Childhood Educators	Introduction to Autism Spectrum Disorder and Strategies for working with students.	
Special Education Resource Teacher Sessions	Elementary Special Education Teachers Secondary Special Education Teachers Special Education Department Staff	Topics include: SERT scheduling, Edsembli 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.

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.

Empower Reading

During the 2021-2022 school year, the ADSB expanded implementation of the Empower Reading program into twelve additional schools, in addition to the three schools that began the program in 2020-2021, five schools that began in 2018-2019, and seven schools that began in 2019-2020. Empower Reading is now offered on-site in 27 ADSB schools.

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. The ADSB currently offers the Gr. 2-5 Spelling and Decoding program at participating elementary school sites, as well as the Gr. 6-8 Spelling and Decoding program at participating Intermediate school sites. A virtual Empower group using the Gr. 6-8 Decoding & Spelling program is currently being piloted with Gr. 7 and 8 students from schools across the system as well.

Empower is currently being implemented by SERTs in the schools selected for the project.. This involves 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.

SEAC members serve the same term as trustees. Local associations may apply at the beginning of the SEAC term (e.g. municipal election) to nominate a member of the Algoma District School Board SEAC. The next term for SEAC begins in November 2022 (2022-2026).

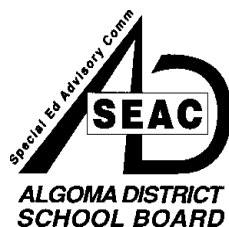
If a member is unable to fulfill their term in office, the association may nominate an alternate to fill the position and will notify the Board in writing of their intent to nominate the alternate.

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	THRIVE Child Development Centre – Alternate (Pending approval)	705-759-1131 x
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

Updated May 1st, 2022

Parent's Guide to Special Education Programs & Services



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 ensuring that appropriate special education programs and services are in place to enhance your child's achievement and well-being, including detailed information about the Identification, Placement and Review Committee (IPRC) process.

Please contact your child's school for further information.

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”.

The Individual Education Plan (IEP)

Ultimately, the **Individual Education Plan (IEP)** outlines the special education programming and services that a student will receive at school regardless of the student's specific identification.

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 (if required)
- 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
- 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.

An IEP **may** be developed for a student who requires special education programs and services but does not meet the criteria for identification in a specific category and **must** be developed for a student who is identified as exceptional by an Identification, Placement, Review Committee (IPRC).

The IEP must be completed within 30 days after the student has been placed in the program (generally 30 days following the start of each reporting period). Generally, you will receive your copy of the IEP in mid-October and early March.

Building an Individual Education Plan (IEP): 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 teachers to utilize (as/when appropriate) accommodations, modifications, and/or alternative programming when developing Individual Education Plans for students requiring special education programs and/or services.

- **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 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.

Accessing Special Education Programming / Services For Your Child

The following steps may provide a helpful overview of the process of accessing special education programs and services for your child:

1. **Collaboration Among Home & School:** When a concern is brought forward from the school or to the school, special education begins. 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. **School-based Consultation:** If it appears that further consultation is required, the teacher may suggest that the In-School Education Team (ISET) discuss your child's needs to help find school-based strategies and interventions that will support your child's learning.
3. **System-based Consultation:** The school may also contact special education department staff to help with assessing needs, offering suggestions and/or strategies for intervention, discussing further assessment options (either informal or formal), and/or recommending specialized consultation with members of the board team or an outside agency.
4. **Individual Education Plan (IEP):** Depending on the circumstances and the assessment data available, the school principal, in consultation with the special education department, may also recommend that a 'non-exceptional' Individual Education Plan (IEP) be put in place for your child. The IEP will outline appropriate programming and services (including accommodations, modifications, and/or alternative programming) that will be provided.

- 5. Formal Assessment:** For some students, a formal assessment can help to provide the school with specific information to be used for identification and/or programming. If the student is an appropriate candidate for an assessment to be provided through the school board, the school will follow the ADSB's existing referral process for assessments. In cases where the needs of the student are complex, or in cases where a differentiated diagnosis is required, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for more specialized diagnosis may be most appropriate. Some families prefer to seek assessments from private practitioners. Your school can help provide you with information on the assessment referral process.
- 6. Report Sharing:** Once an assessment has taken place, the information will be shared with you. How the report is shared will depend on whether the assessment was conducted through the school board, or through a private practitioner or external agency.
- a) Internal Assessments provided through ADSB:** If the assessment was provided through the school board, the results will be shared with you by the assessor and a Special Education Assignment Teacher (SEAT). Once the results have been shared, you will need to give your permission for the report to be included in your child's *Ontario Student Record (OSR)* folder, which will enable school staff to use the information in the report to ensure appropriate programming and/or services are in place.
- b) External Assessments (e.g. Private Practitioner, External Agency):** If you have chosen to have a private assessment conducted outside of the school board, or if an assessment through a community agency was considered to be most appropriate for your child, the practitioner or agency that conducted the assessment will share the results with you directly. You will need to provide a copy of the report to the school to enable school staff to use the information in the report for programming and/or identification.
- 7. Non-Exceptional / IEP Only:** If results of the assessment indicate that your child requires special education programming and/or services but does not meet the criteria for a specific identification, an Individual Education Plan (IEP) may still be recommended in the category of "Non-exceptional" or "IEP only". If your child already has a Non-Exceptional IEP (see #4) in place, it will be updated with information from the report.
- b) IPRC:** If the results of the assessment indicate your child's profile meets criteria for identification in a specific category of exceptionality (see pg. 7-10) an Identification, Placement, Review Committee (IPRC) meeting will be arranged.

For most students, who will continue to receive programming and services in the regular classroom, the IPRC will take place at the school level.

In some cases, if the student demonstrates an appropriate learning profile and the family is interested in considering these options, placement in a specialized program or specialized classroom may be considered. The IPRC may take place at the system level in these circumstances.

Both identification and placement must be reviewed by an IPRC on a regular basis (at least yearly).

Iterative Programming: Ultimately, the Individual Education Plan (IEP) outlines the special education programming and services that a student will receive at school. This includes an outline of special education programs and services, specific educational expectations (if applicable), information about methods to review progress, and a transition plan is formally developed, in consultation with you as the parent, for each reporting period or semester (September – January, February - June).

Categories, Exceptionalities, and Definitions

At present, approximately 25% of students (approx. 2400 students) in the Algoma District School Board receive special education programs and services as outlined in an *Individual Education Plan*.

The chart below outlines the categories of exceptionality and the specific identifications within each category.

Percentages represent the specific exceptionality/category as an approximate percentage of the overall number of students with an IEP in the ADSB.

Exceptionality	Definition
Category: Non-Exceptional (20%)	
IEP Only (20%)	Students who require special education programs and services to address their learning needs but do not meet criteria for identification in a specific category. Accommodations, modifications, and/or alternative programming are provided to these students as outlined in their Individual Education Plan (IEP).
Category: Communication (54%)	
Learning Disability (28%)	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
Autism (17%)	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.
Language Impairment (8%)	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.
Deaf & Hard of Hearing (<1%)	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.
Speech (<1%)	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.
Category: Intellectual (7%)	
Mild Intellectual Disability (4%)	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 (3%)	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.
Giftedness (<1%)	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.
Category: Behaviour (17%)	
Behaviour (17%)	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: Physical (1%)	
Physical (1%)	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.
Blind & Low Vision (<1%)	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Category: Multiple (1%)	
Multiple (<1%)	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.

Placements

There are five types of placement options available within the Algoma District School Board to meet the needs of exceptional 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 also available for students.

Placement decisions are made by the IPRC, which will determine the placement that best suits the student's needs. Placement for non-exceptional students is always within the regular classroom.

Regular Classroom

- **Indirect Support:** Students are enrolled in a regular class and receive direct instruction from the classroom teacher to whom the Board provides specialized consultative services.
- **Resource Assistance:** Students are enrolled in a regular class and receive direct instruction, individually or in a small group, within the regular classroom from a special education teacher in addition to the classroom 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 are enrolled in a regular class and receive instruction outside the regular classroom for part of the school day from a special education teacher. Generally, this placement applies for students that receive services from an itinerant teacher (e.g. Itinerant Teacher of the Deaf/Hard-of-Hearing) or participate in a time-specific program (e.g. Empower Reading).

Specialized Program or Specialized Classroom

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.

- **Withdrawal Assistance:** Students are enrolled in a regular class at a school that provides the appropriate specialized program, but also participate in specialized programming for which they receive instruction for part of the school day outside the regular classroom from a specialized program teacher (e.g. Learning Support Program, Integrated Support Program).
- **Special Education Class with Partial Integration:** Students are enrolled in and attend a self-contained special education class or program and are integrated into a regular classroom with instruction from the classroom teacher for at least one instructional period daily.
- **Special Education Class Full Time (self-contained):** Students are enrolled in and attend 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 Program/Classroom Options – Elementary Sites

Integrated Support Program (ISP):

Withdrawal Model

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 provide specific blocks of alternative programming instruction focused on self-regulation and social skills, as outlined in the *Individual Education Plan (IEP)*. In addition, the *ISP* room may also function 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 (Primary/Junior)
Pinewood Public School (Primary/Junior)
Isabel Fletcher Public School (Primary/Junior)
Superior Heights Intermediate (Intermediate)

Learning Support Program (LSP): ***Withdrawal Model***

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)

Learning for Enhanced Achievement Program (LEAP): ***Withdrawal Model***

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
Central Algoma Intermediate

Practical Learning Classroom (PLC):**Self-Contained Model**

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 (Junior/Intermediate)
Central Avenue Public School (Junior)

Structured Learning Classroom (SLC):**Self-Contained Model**

The *Structured Learning Classroom (SLC)* focuses on helping students with Autism Spectrum Disorder in the severe range 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 (Primary/Junior)
Parkland Public School (Primary/Junior)
River View Public School (Primary/Junior)
HM Robbins Public School (Primary/Junior)
Central Avenue Public School (Primary/Junior)
Northern Heights Public School (Junior/Intermediate)

Specialized Program/Classroom Options – Secondary Sites**Developing Alternative Realistic Expectations (DARE)****Non-Credit**

The DARE program is a non-credit program designed for Grade 9 and 10 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:

Non-Credit

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:

Non-Credit

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):

Credit

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): **Non-Credit**

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 & Demonstration Schools

The Ministry of Education also 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	Provincial Demonstration Schools (LD)
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 Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Phone and TTY: 613-967-2823	Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Phone: 519-453-4408 Sagonaska School 350 Dundas Street West Belleville, ON K8P1B2 Phone: 613-967-2830
<i>Provincial School for the Blind & Deaf-Blind</i>	Francophone School for the Deaf and for Those with Learning Disabilities
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

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.

The Identification, Placement, Review Committee (IPRC) Process

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 an assessment has occurred, and the student's profile meets the criteria for Identification in a specific category.

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
- notify the school principal you will not be attending but the meeting may occur in your absence. 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.

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 department 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.



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	THRIVE Child Development Centre (Alternate) - pending Board Approval	705-759-1131 x
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

Questions and Concerns:

The following provides a step-by-step listing of ADSB staff to whom questions or concerns regarding special education programs and/or services should be addressed:

- a) Classroom teacher
- b) Special Education Resource Teacher/Special Education Lead
- c) Principal or Vice-Principal
- d) Special Education Assignment Teacher (SEAT)
- 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: 2022 06 14

Subject: **APPROVAL OF THE 2022-2023 BUDGET**

3.1.0 Background & Information

3.1.1 The Minister of Education announced the 2022-23 Grants for Student Needs (GSN) on 2022 02 17 and released Memorandum 2022: B03 containing summary budget information, which was accompanied by Ministry Projections of School Board Funding. 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 2022 03 25.

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 and upgrade of shop equipment.
- Professional Development for Technology.
- Technology supports for access and devices.
- English language learners supports.
- Commitments to school budgets to ensure equity.

3.1.3 The following new enhancements are included in 2022-2023 through a combination of reallocations of existing budgets and new Ministry funding due to a very positive increased enrolment projection for 2022-23:

- Elementary student success supports.
- Equity and well-being supports.
- Program expansions for specialty programs and learning recovery.
- Indigenous Graduation Coach and Elder In Residence program supports.
- Commitments to Trades Program.
- Family Math and Literacy Initiative.
- Capital Improvements - Refreshing Classroom Sites at Many Schools.
- Technology Improvements/ Upgrades to Infrastructure and Devices.

B.3 Director's Report to the Board

Date: 2022 06 14

Subject: **APPROVAL OF THE 2022-2023 BUDGET CONT'D**

3.1.0 Background & Information (cont'd)

- 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 2022-23 or dealt with through reallocations of budget resources. Staff are now awaiting additional special project funding announcements and September 2022 enrolment figures. This may result in additional enhancements for 2022-23.
- 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.
- 3.1.6** Projections for increased elementary and secondary enrolment have been reflected in funding which correspond to the staff complements and have been reflected in this budget.
- 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 2022 02 15 Board meeting.
- 3.1.9** The Operations and Budget Committee met on 2022 06 07 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 2022-23 budget process and strategies to the Special Education Advisory Council (SEAC) on 2022 06 07.
- 3.2.2** Accumulated Surplus projected balances total \$24,858,576 (See Attachment B.3 #7) of which \$5,865,684 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 2022-23 is estimated at \$17,682,613 (including budget carryover).

B.3 Director's Report to the Board

Date: 2022 06 14

Subject: **APPROVAL OF THE 2022-2021 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 \$182,730,165.
- b) A small addition to accumulated surplus of \$479,022
- c) An allocation to Retirement Gratuities to fund obligations arising from collective agreements.
- d) The special education exhibit indicates a \$1,308,084 shortfall in funding (see Attachment B.3 #8). Special Education funding is now determined on a "per student" basis.

3.2.4 The budget includes special program expenditures of \$4,311,727 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, 2023 with the approval of the recommended budget.

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.

B.3 Director's Report to the Board

Date: 2022 06 14

Subject: **APPROVAL OF THE 2022-2023 BUDGET CONT'D**

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 2022-23 budget year in the amount of \$182,730,165 as described in the Director's Report to the Board of 2022 06 14.

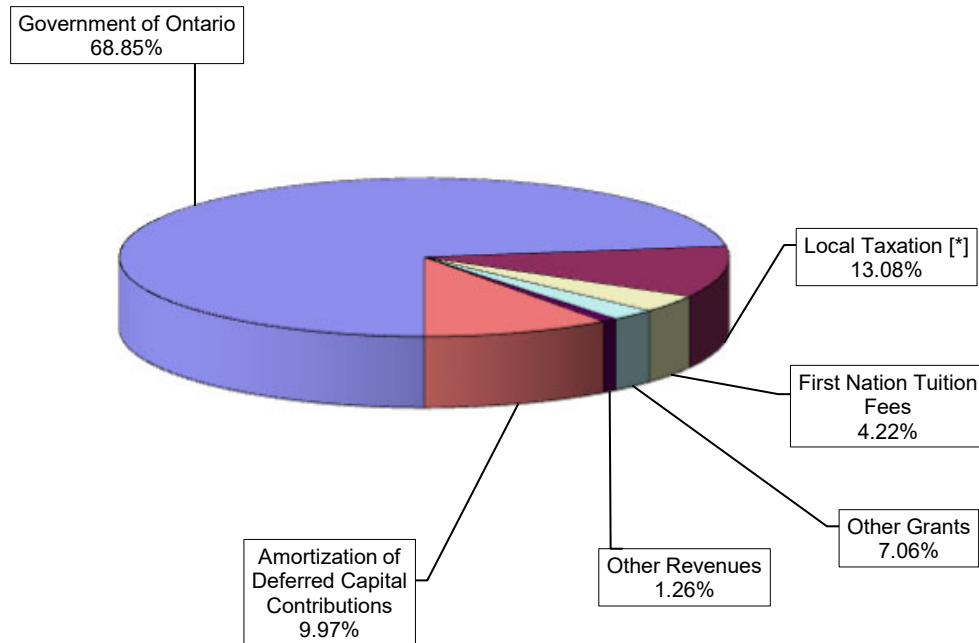
3.4.0 Proposed Resolution

3.4.1 That the Board approve a total budget for expenditures and revenue, including transfers to and from reserves, for the 2022-23 budget year in the amount of \$182,730,165 as described in the Director's Report to the Board dated 2022 06 14.



2022-23 Estimates

REVENUE BY MAJOR SOURCE



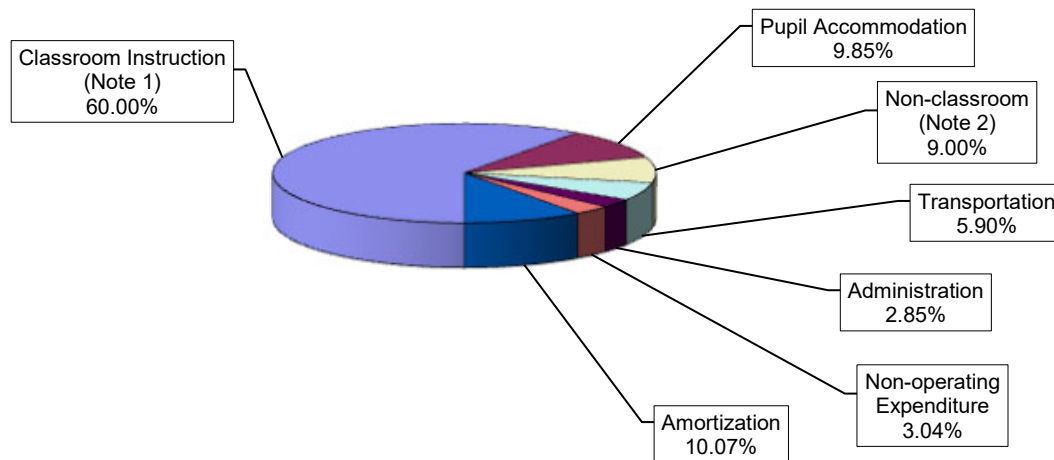
[*] Provincially determined by the Ministry

2022-23 Revenue by Major Source

Government of Ontario	\$	131,119,619
Local Taxation [*]		18,871,874
First Nation Tuition Fees		6,441,702
Other Grants		4,311,727
Other Revenues		1,460,779
Amortization of Deferred Capital Contributions		17,971,177
Sub-total	\$	180,176,845
Capital and Approved Debt	\$	2,553,320
TOTAL REVENUE	\$	182,730,165

2022-23 Estimates

EXPENDITURES BY MAJOR FUNCTION



2022-23 Expenditure by Major Function

Classroom Instruction (Note 1)	107,036,570
Pupil Accommodation	17,576,393
Non-classroom (Note 2)	14,793,191
Transportation	10,523,469
Administration	5,087,554
Non-operating Expenditure	5,420,464
Amortization	17,971,177
Sub-total	\$ 178,408,820
Transfer to Accumulated Surplus	\$ 479,022
Provision for Labour Negotiations (offset in Revenue)	\$ 1,289,001
Capital and Approved Debt	\$ 2,553,320
TOTAL EXPENDITURES	\$ 182,730,164

Note 1 - Classroom Instruction Detail

Classroom Teachers	80,326,071
Supply Teachers	3,080,143
Teacher Assistants	9,096,104
Early Childhood Educators	2,467,754
Texts & Classroom Supplies/Equipment	3,885,110
Computers	1,571,600
Professionals & Paraprofessionals	3,955,450
Library & Guidance	2,298,211
Professional Development	356,128
Total Classroom Instruction	\$ 107,036,570

Note 2 - Non-classroom Detail

Principals and Vice Principals	\$ 6,943,693
Department Heads	\$ 162,413
School Office	\$ 3,346,130
Coordinators and Consultants	3,425,147
Continuing Education	915,808
Total Non-classroom	\$ 14,793,191



Summary of 2022-23 Enhancements to Purchase in 2021-22

1. Buildings and grounds improvement for schools (e.g. learning commons, furniture upgrades).
2. Upgrade Information Technology infrastructure (i.e. new wireless access points).
3. Broadband hardware to improve internet.
4. Video wall upgrades.
5. Shop/ tech equipment upgrades.



Continued Programs and Projects from 2021-22

1. Support 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. Professional development supports for teachers (Microsoft TEAMS, EDSBY, etc.).
6. English Language Learners supports.



New Expenditures & Enhancements Included in 2022-23 Budget

1. Elementary student success supports.
2. Professional development technology (i.e. EDSBY, School Cash Online, Records Management).
3. Upgrades to Information Technology infrastructure - VOIP hardware, and PA systems.
4. Equity and well being supports.
5. Indigenous Graduation Coach and Elders in Residence programs.
6. Enhancements to and the promotion of trades programs.
7. Family math and family literacy sessions.
8. Community partnerships.
9. Program expansion - specialty and learning recovery programs.



Grant Comparison by Year

Enrolment	Actuals 2020-21	Revised Estimates 2021-22	Estimates 2022-23	2022-23 Estimates vs Prior Year
Elementary	6,578	6,890	6,694	(196)
Secondary	3,114	3,456	3,435	(21)
Total	9,692	10,346	10,129	(217)

No.	Grant Category (A)	Actuals 2020-21 (B)	Revised Estimates 2021-22 (C)	Estimates 2022-23 (D)	2022-23 Estimates vs Prior Year (D) - (C)
1	OPERATING GRANTS				
2	Foundation Allocation-Elementary:				
3	Base Amount	34,682,716	37,013,072	36,171,333	(841,739)
4	School Foundation Grant	5,278,020	5,276,133	5,350,647	74,514
5	Sub-total-Elementary	39,960,736	42,289,205	41,521,980	(767,225)
6	Foundation Allocation-Secondary				
7	Base Amount	17,197,263	19,326,224	19,367,689	41,465
8	School Foundation Grant	4,420,387	4,675,894	4,354,263	(321,631)
9	Library Staff Amount	-	97,717	96,751	(966)
10	Parent Engagement Allocation	-	26,186	45,147	18,961
11	Sub-total-Secondary	21,617,650	24,126,021	23,863,850	(262,171)
12	Labour Enhancement	-	-	-	-
13	Total Foundation Base	51,879,979	56,339,296	55,539,022	(800,274)
14	Total Foundation Local Priorities	9,698,407	10,075,930	9,846,808	(229,122)
15	Total Foundation Allocation	61,578,386	66,415,226	65,385,830	(1,029,396)
16	Special Education Allocation:				
17	SEPPA	7,277,584	7,846,542	7,696,260	(150,282)
18	High Needs per pupil amount	11,221,817	10,310,609	10,887,873	577,264
19	Special Education Equip Allocation	596,270	593,097	627,221	34,124
20	Education & Community Partnership Programs	1,240,591	1,240,589	1,301,931	61,342
21	Behavioural Expertise	263,456	333,664	333,881	217
22	Sub-total-Spec. Ed.	20,599,718	20,324,501	20,847,166	522,665
23	Language Allocation	1,719,641	1,899,126	1,939,356	40,230
24	Supported School Allocation	4,277,644	4,208,108	4,981,880	773,772
25	Remote & Rural Allocation	6,658,336	7,047,574	7,038,843	(8,731)
26	Rural and Northern Education Allocation	240,429	240,893	246,293	5,400
27	Learning Opportunities Allocation	1,907,710	2,103,567	2,166,929	63,362
28	Adult Ed., Con. Ed. & Summer Schl.	482,279	382,190	445,618	63,428
29	Teacher Qualifications & Experience	10,566,852	11,043,201	11,566,270	523,069
30	New Teacher Induction Program	67,239	77,522	102,704	25,182
31	ECE Q&E Allocation	625,617	684,260	625,275	(58,985)
32	Restraint Savings	(112,150)	(112,150)	(112,150)	-
33	Transportation Allocation	8,947,886	9,876,326	9,879,986	3,660
34	Admin. & Governance Alloc.	4,481,184	4,465,437	4,533,597	68,160
35	School Operations Allocation	12,837,343	13,624,593	13,798,780	174,187
36	Community Use of School	167,818	177,657	182,334	4,677
37	Declining Enrolment Adjustment	-	-	642,195	642,195
38	Indigenous Education Amount	1,502,954	1,740,662	1,841,016	100,354
39	Mental Health & Well Being	572,436	717,662	1,048,387	330,725
40	Supports for Students Fund	1,350,843	1,350,843	1,381,150	30,307
41	Program Leadership Grant	905,864	999,389	1,000,496	1,107
42	Support for COVID-19	177,952	-	1,804,780	1,804,780
43	Trustee's Association Fee	43,316	57,394	58,084	690
44	Minor Tangible Capital Assets	(3,488,900)	(3,681,665)	(3,783,668)	(102,003)
45	Total Operating Grant Allocation	136,110,397	143,642,316	147,621,151	3,978,835
46	OTHER REVENUE				
47	Fees	6,520,806	6,086,346	6,377,702	291,356
48	Transportation Recoveries	243,903	64,000	-	-
49	Other Revenue	2,010,084	1,137,175	1,230,779	93,604
50	Other Operating Grants	10,702,139	5,954,895	4,311,727	(1,643,168)
51	Amortization of Deferred Capital Contributions	17,931,067	13,031,470	17,971,177	4,939,707
52	Total Miscellaneous Revenue	37,407,999	26,273,886	29,955,385	3,681,499
53	Total Revenue before Capital	173,518,396	169,916,202	177,576,536	7,660,334
54	CAPITAL GRANTS				
55	Short Term Interest on Capital	111,189	-	-	-
56	Capital Debt Support Payments (OFA)	2,847,862	2,712,272	2,571,254	(141,018)
57	Total Interest on Capital	2,959,051	2,712,272	2,571,254	(141,018)
58	General Operating Allocation (Prior to Cap Adj.)	139,069,448	146,354,588	150,192,405	3,837,817
59	Minor Tangible Capital Assets	3,488,900	3,681,665	3,783,668	102,003
60	School Renewal Allocation	3,267,589	3,358,106	3,346,536	(11,570)
61	School Condition Improvement	10,946,151	13,750,000	14,033,906	283,896
62	Temporary Accommodation	-	74,796	39,745	39,745
63	Full Day Kindergarten	327,711	-	-	-
64	Early ON	-	650,000	660,844	10,844
65	Child Care Capital	485,625	2,600,000	1,839,036	(760,964)
66	RNEF	-	-	-	-
67	Covid-19 Resilience Infrastructure Stream	3,867,184	567,816	-	(567,816)
68	Climate Action Incentive Fund	288,237	-	-	-
69	Capital Priorities Grant	3,965,832	5,028,219	9,691,267	4,663,048
70	Total Capital Grant Allocation	29,596,280	32,422,874	35,966,256	3,543,382
71	Total Operating & Capital Allocation incl. Misc. Rev.	165,706,677	176,065,190	183,587,407	7,522,217
72					
73	Flexibility Grant (included in Total Revenue)				
74	Declining Enrolment Adjustment	-	-	642,195	642,195



**Analysis of Surplus/(Deficit) Balances
2022-23 Estimates**

Line No.	Accumulated Surplus/Deficit	Balance at Aug. 31/22	Increase (Decrease) in Accum. Surplus/Deficit	Balance at Aug. 31/23
	(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	1,310,279	-	1,310,279
9	Service Gratuities			-
11	Sub-total Retirement Gratuities	1,310,279	-	1,310,279
12				
13	Working Funds	16,423,842	952,844	17,376,686
14	Carry-over	305,927		305,927
15	Committed Capital - Education Centre Renovations	3,495,946	(241,100)	3,254,846
16	Committed Capital CASS Addition	142,660	(142,660)	-
17	Committed Capital Boreal	2,063,492	(90,062)	1,973,430
18	TOTAL INTERNALLY APPROPRIATED	24,379,554	479,022	24,858,576

* Opening balances are based on 2021-22 Revised Estimates.



2022-23 Estimates
COMPARISON OF REVENUE VS EXPENSES - SPECIAL EDUCATION ONLY

		2022-23 Estimates		
		REVENUE	EXPENSES	SURPLUS (DEFICIT)
	(A)	(B)	(C)	(D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	10,397,032	11,522,646	(1,125,614)
2	Supply Teachers	272,103	312,441	(40,338)
3	Teacher Assistants	9,100,641	9,096,104	4,537
4	Early Childhood Educators	253,963	275,871	(21,908)
5	Textbooks & Classroom Supplies	514,130	548,111	(33,981)
6	Computers	-	-	-
7	Profs. & Para-prof	716,250	748,054	(31,804)
8	Library & Guidance	-	-	-
9	Staff Dev.	40,238	43,000	(2,762)
10	Sub-total	21,294,357	22,546,227	(1,251,870)
	NON-CLASSROOM			
11	Coordinators/Consultants	795,628	850,767	(55,139)
12	Princ. & VP's	12,456	13,531	(1,075)
13	Transportation	700,000	700,000	-
14	Sub-total	1,508,084	1,564,298	(56,214)
15	TOTAL BUDGET	22,802,441	24,110,525	(1,308,084)



B. 4 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 06 14

SUBJECT: ADULT AND CONTINUING EDUCATION PROGRAM ORGANIZATION FOR THE SUMMER 2022 AND FOR 2022-23 SCHOOL YEAR

6.1.0 Information

6.1.1 Organization

The following is the proposed Continuing Education programming and organization for the 2022-2023 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 2022-2023 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: 2022 06 14

**SUBJECT: ADULT AND CONTINUING EDUCATION PROGRAM ORGANIZATION
FOR THE SUMMER 2022 AND FOR 2022-2023 SCHOOL YEAR**

6.2.0 Recommendation

6.2.1 It is recommended that the Board approve the proposed organization of the Continuing Education Program and Adult Basic Literacy for 2022-2023 as outlined in the Director's Report to the Board subject to enrolment and budget.

6.2.2 It is recommended that the Board approve the proposed Summer School Program for 2022 as outlined in the Director's Report to the Board subject to enrolment and budget.

6.3.0 Proposed Resolution

6.3.1 That the Board approve the proposed organization of the Continuing Education Program and Basic Adult Literacy for 2022-2023 as outlined in the Director's Report to the Board 2022 06 14 subject to enrolment and budget.

6.3.2 That the Board approve the proposed Summer School Program for 2022 as outlined in the Director's Report to the Board 2022 06 14 subject to enrolment and budget.



Adult and Continuing Education Information

Summer 2022 and 2022-2023 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 with in-person classes and one virtual class to support district student access. In addition, culturally relevant and responsive support will be available for Indigenous students. Four Robotics Camps will be offered for students grade 3 to grade 8.
- ♦ The secondary summer school program will support a variety of offerings being delivered in person for credit accumulation, co-operative education, credit recovery, and online eLearning. There will be reach ahead options for grade 8 students entering grade 9. In addition, Summer Transition Camps involving land-based cultural learning will be offered for grade 8 Indigenous students entering grade 9 in the Sault Ste. Marie and North Shore areas with the opportunity to earn a credit. These camps will be hosted in Garden River First Nation and Serpent River First Nation. All programming would be offered on a cost recovery basis based upon demand and subject to Ministry funding.

(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 62 FTE (257 students) the majority of whom are 21 years of age and over.
- ♦ 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 that is necessary for them to graduate or are studying at home and unable to attend school. Approximately 130 students are taking correspondence courses including adult students from Wawa and Chapleau. Three immigrant students this year have earned their Ontario Secondary School Diploma through correspondence.
- ♦ 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 30 students are taking correspondence courses including **P**rior **L**earning **A**ssessment and **R**ecognition courses (**PLAR**) to help them achieve their educational goals.
- ♦ This past year there were over 440 PLAR assessments conducted across our Board in our adult sites. This is a significant increase from previous years.
- ♦ Night School was offered from February to June to approximately 25 high school students enrolled in cooperative education. The co-op opportunities are utilized by students who are unable to fit co-op in their regular day school schedule. A course to teach Learning Strategies to increase Secondary Success is also offered to approximately 40 students in Grade 8 through Night School. Night school has been negatively impacted by COVID.
- ♦ Sault Ste. Marie Adult Learning Centre is housed in the same building as the Northland Adult Learning Centre, which allows for a one-stop learning experience for adult learners in our

community. Clients could be utilizing English as a Second Language (ESL) and/or Literacy and Basic Skills (LBS) to support their ability to earn high school credits.

- ◆ Heritage Language Instruction (Finnish and Ukrainian) due to COVID this year were not available to children of elementary school age.

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 191 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), Sault Area Hospital (New Day Program, Rapid Addiction Management Program and Withdrawal Management), Breton House, New Link, and the Soup Kitchen.
- ◆ The Northland Craft Academy continues to be a successful expression of these partnerships. 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. The culminating activity of the Craft Academy is the selling of their products at the Farmer's Market and within the school community. Proceeds raised were donated to the Humane Society and Women in Crisis. Plans are in place to continue the project in partnership with Ontario Works. Northland staff is also working in collaboration with ODSP to serve their clients in the 2021-2022 academic year.
- ◆ LBS has renewed its Jasperactive Learning Software license that offers training for Word, Excel, PowerPoint and the rest of the Microsoft suite. This expansion of the digital literacy program is particularly relevant for learners who need to acquire computer skills.
- ◆ LBS is involved with Corrections Literacy Initiative (CLI) which now delivers Literacy and Basic Skills to 25 clients in the Algoma Treatment and Remand Facility.
- ◆ 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 Labor, Training and Skills Development (MLTSD). Northland's ESL program is also marketed internationally on a fee for service basis to international students on student visas (i.e. China, Brazil, Argentina, Afghanistan, Syria, Ukraine, Columbia, Mexico, and Russia), for adults on work visas to local industries, such as 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 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. Further growth is expected in the coming years as the Rural and Northern Immigration Pilot program (RNIP) brings more skilled newcomers to the community.

(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 5 F.T.E. (25 students) are anticipated to be engaged in learning activities.

Non Credit Programs (Funded by Ministry Grants or Fee for Service)

- ♦ Literacy and Basic Skills (LBS) training is offered across the area. Approximately 25 students are served. Classes are held in Thessalon and at the Bruce Mines Library. As COVID restrictions lessen we are making more calls to deliver programming outside the classroom.
- ♦ 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. Presently clients are coming from Thessalon First Nations to the classroom in Thessalon.
- ♦ Central Algoma Adult Learning Centre offers Jasperactive for Microsoft certifications. 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 credit programs are located in the Elliot Lake Education Centre, and the Blind River Education Centre. Due to COVID restrictions we have been using the Correspondence register and are servicing approximately 57 adult learners (10 in Blind River and 47 in Elliot Lake).
- ♦ Adolescent Alternative programs (under the age of 21 years) presently have 34 students being taught on the day school register. There were 52 students (Blind River 16 and Elliot Lake 36 throughout the year).

Non Credit (Funded Separately)*

*** Ministry of Labour, Skills and Training Development or fee for Service**

- ♦ Literacy and Basic Skills is offered to approximately 40 adults. This program is offered in Elliot Lake, Spanish and Blind River.
- ♦ LBS currently is offering the Microsoft certifications using Jasperactive.
- ♦ LBS offers pre-employment training classes for our Employment Ontario partners for job connection programs.
- ♦ LBS supports students who are enrolled in high school credit programs with literacy and numeracy skills.

- ♦ English as a Second Language is offered on a need basis where a request is made in Elliot Lake and Blind River. This is done in conjunction with Northland Adult Learning Centre.

(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, Computer use, and Social Media courses are scheduled mornings and afternoons at the Chapleau Adult Education site.
- ♦ Chapleau is currently offering the Microsoft certifications using Jasperactive 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, weaving, and crafting classes which have been very well attended and increase awareness of programs to help with enrollment.
- ♦ Chapleau supports students who are achieving high school credits through the Sault Ste. Marie Learning Centre.

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/>

B.5 Director's Report To The Board

Date: 2022 06 14

Subject: **TRUSTEE TRAVEL – The 2022 OPSBA Indigenous Trustee Council Meeting**

5.1.0 Background & Information

5.1.1 The 2022 OPSBA Indigenous Trustee Council Meeting will be held in Toronto in August 2022. Details are being finalized at this time. Trustee Johnston wishes to attend.

5.2.0 Recommendation

5.2.1 It is recommended that approval be granted to Trustee Johnston to attend the 2022 OPSBA Indigenous Trustee Council Meeting being held in Toronto in August 2022.

5.3.0 Proposed Resolution

5.3.1 That approval be granted to Trustee Johnston to attend the 2022 OPSBA Indigenous Trustee Council Meeting being held in Toronto in August 2022.



B.6 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 06 14

SUBJECT: APPROVAL OF S.E.A.C. MEMBER CHANGE

6.1.0 Background

- 6.1.1 In accordance with Ontario Regulation 464/97, Board approval is required to appoint members and alternates to the Special Education Advisory committee (SEAC).
- 6.1.2 Applicant organizations, who are district offices of a Provincial Organization for children with special needs, or who represent First Nations, complete the Algoma District School Board form attesting to their qualifications to sit on this committee as per Ontario Regulation 464/97. They submit the signed form to the Superintendent of Education.

6.2.0 Information

- 6.2.1 Lori Lambert has requested that she represent the interest of *Thrive Child Development Centre* as an alternate member of the Special Education Advisory Committee and has submitted the required form attesting to her qualifications. Lori Lambert previously served as a SEAC member representing *Algoma Public Health – Infant Child Development Program*. *Thrive Child Development Centre* is now this program provider.
- 6.2.2 *Thrive Child Development Centre* continues to have a regular member representing their interest on the Algoma District School Board SEAC and has requested the addition of an alternate member.

6.3.0 Recommendation

- 6.3.1 It is recommended that the Board approve the appointment of Lori Lambert to represent the interest of *Thrive Child Development Centre* on the Algoma District School Board SEAC as described in the Director's Report to the Board of 2021 06 14.

6.4.0 Proposed Resolution

- 6.4.1 That the Board approve the appointment of Lori Lambert to represent the interest of *Thrive Child Development Centre* on the Algoma District School Board SEAC as described in the Director's Report to the Board of 2022 06 14.

B.7 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 06 14

SUBJECT: Additional 2021-2022 CAPITAL PROJECT APPROVAL

7.1.0 Background & Information

7.1.1 Senior Administration staff reviews and participates in project tendering and contract approval with Plant Department staff. The Operations & Budget Committee met on 2022 06 07 with Administration staff to review and approve an added Capital project for Board consideration for the 2021-22 school year. Funds received from the Ministry of Education in annual grant allocations for Capital Projects must be directed to this activity only. Funds not expended in a given year, must be placed in specific reserves to be used for capital expenditures in future budget years.

In addition to projects approved on 2021 11 30, the added project will be an upgrade to the HVAC system at the ADSB Learning Hub which houses the Kina Awiya secondary program.

7.2.0 Recommendation

7.2.1 It is recommended that the Board approve proceeding with the additional Capital project of an upgrade to the HVAC system at the ADSB Learning Hub which houses the Kina Awiya secondary program.

7.3.0 Proposed Resolution

7.3.1 That the Board approve proceeding with the additional Capital project of an upgrade to the HVAC system at the ADSB Learning Hub which houses the Kina Awiya secondary program.



ALGOMA DISTRICT SCHOOL BOARD

Board Meeting Schedule 2022-2023

Tuesday, September 20, 2022	- Regular Board Meeting	- 7:00 p.m.
Tuesday, October 4, 2022	- Committee of the Whole Board	- 7:00 p.m.
Tuesday, November 1, 2022	- Regular Board Meeting	- 7:00 p.m.
Tuesday, November 15, 2022	- Inaugural Meeting	- 5:30 p.m.
Tuesday, November 29, 2022	- Regular Board Meeting	- 7:00 p.m.
Tuesday, December 6, 2022	- Workshop	- 7:00 p.m.
Tuesday, January 17, 2023	- Regular Board Meeting	- 7:00 p.m.
Tuesday, February 7, 2023	- Committee of the Whole Board	- 7:00 p.m.
Tuesday, February 28, 2023	- Regular Board Meeting	- 7:00 p.m.
Tuesday, March 28, 2023	- Regular Board Meeting	- 7:00 p.m.
Tuesday, April 25, 2023	- Regular Board Meeting	- 7:00 p.m.
Tuesday, May 9, 2023	- Committee of Whole Board	- 7:00 p.m.
Tuesday, May 30, 2023	- Regular Board Meeting	- 7:00 p.m.
Tuesday, June 13, 2023	- Regular Board Meeting	- 7:00 p.m.

Please note: **Dates of OPSBA Conferences:**

Northern Conference

P.E.S. Conference

Labour Relations

OPSBA A.G.M.



Algoma District School Board
Fiscal 2021-22 Q3 Report
For the 9 months ended May 31, 2022

	Approved Budget (Annual)	Q3 Actuals (Sept - May)	YTD Spend as % of Budget
Total Revenue	169,202,981	134,217,740	79.3%
Expenditures			
Classroom	100,813,688	78,692,999	78.1%
Non- Classroom	68,389,293	54,359,268	79.5%
Total Expenditures	169,202,981	133,052,267	78.6%