

BOARD MEETING

Tuesday, June 10, 2025 | 6:30 pm

North Bay Boardroom
NNDSB Head Office
963 Airport Rd., North Bay, ON.

AGENDA

1.0 Call to Order

Land Acknowledgement

We would like to open this meeting by acknowledging the traditional territories of the Anishinaabe, on which all schools of the NNDSB are situated. The Board Office is specifically located on the traditional territory of the Nipissing First Nation. We value the cultures, histories and relationships with the Indigenous People of Turtle Island. We are grateful to be gathered here today.

2.0 Request for Leaves of Absence

Motion:

In accordance with BL-102, be it resolved that Trustee(s) _____ be granted a leave of absence from the June 10, 2025 Board meeting, as confirmation of regrets was provided in advance of the meeting.

3.0 Attendance

- 3.1 Confirmation of Quorum
- 3.2 Declaration of Conflict of Interest

4.0 Approval of the Agenda ✓

Motion:

That the agenda for the Board meeting of June 10, 2025 be approved.

Presentation to Student Trustee Nanak Sidhu

5.0 Approval of Previous Minutes ✓

Motion:

That the minutes of the regular Board meeting of May 13, 2025, be approved.

6.0 Communication to the Board

6.1 Information Items

- 6.1.1 Monthly Tender Report – nil report
- 6.1.2 Monthly Meeting Calendar ✓
- 6.1.3 AG Capital Projects (final) ✓
- 6.1.4 AG Safe Arrivals (consultation) ✓
- 6.1.5 AG Crisis Response (consultation) ✓
- 6.1.6 AG Volunteers (consultation) ✓
- 6.1.7 Math Achievement Action Plan Report ✓
- 6.1.8 Director's Update ✓
- 6.1.9 Graduation Schedule ✓
- 6.1.10 Correspondence ✓
 - Correspondence to CSPNE from Chair St. Pierre May 29, 2025
 - Correspondence to trustees from Jacob Kennedy June 3, 2025
 - Correspondence to trustees from J. Fuscaldo June 5, 2025

6.2 Chair's Remarks

6.3 OPSBA Report – Trustee Steer ✓

6.4 Student Trustees' Update Indigenous Youth Circle Update ✓ Student Trustee Report ✓

6.5 Community Involvement Scheduled Delegations – n/a

7.0 Items for Decision

7.1 Report from the Committee of the Whole Closed Session

7.2 Report from the Committee of the Whole Public Session

7.3 Motion: That the Board accept the resignation of Trustee Chantal Phillips effective June 30, 2025.

7.4 Motion: That the Board approve the updated Special Education Plan 2025-26 as presented to the Special Education Advisory Committee on May 22, 2025.

7.5 Motion: That the 2025-26 budget recommendations be received from SEAC by the Board of Trustees and forwarded to the Finance Committee for consideration.

7.6 Motion:

That the Board approve the addition of the new JK-12 Parry Sound School to the list of Near North District School Board schools eligible for the Rural and Northern Education Allocation.

7.7 Motion:

That pursuant to clause 194 (1) of the Education Act, the Trustees of the Near North District School Board declare that as of September 1, 2025, the property at 146 Hamel Avenue, Nobel, ON, is not required for the purposes of the board; and that the Trustees of the Near North District School Board approve that, after September 1, 2025, the property be disposed of in accordance with Ontario Regulation 374/23 – *Acquisition and Disposition of Real Property*.

8.0 **Committee Minutes**

MYSP 25-05-26 (unofficial)

NB Consolidation 25-05-27 (unofficial)

9.0 **Next meeting Date:** September 9, 2025

10.0 **Adjournment**

Motion: That on June 10, 2025 we do now adjourn at _____ pm.



963 Airport Road North Bay, ON P1B 8H1
Phone: 705.472.8170
Website: www.nearnorthschools.ca

Ashley St. Pierre, Chair

Craig Myles, Director of Education

The May 13, 2025, **Public Session Board Meeting** of the Near North District School Board was held in person at the Head Office and via a Zoom video and/or teleconference.

Trustees Present:

Ashley St. Pierre
Bill Steer
Julie Bertram ®
Caren Gagne
Chantal Phillips
Howard Wesley
Jeanie Fuscaldo ®
Louise Sargent
Shane Hall
Nanak Sidhu, Student Trustee
Riley Trudeau, Student Trustee ®

Administrative Staff Present:

Craig Myles, Director of Education
Gay Smylie, Superintendent
Mel Gray, Superintendent ®
Timothy Graves, Superintendent
Seija Van Haesendonck, Superintendent of Business
Maureen Egan, Office of the Director
Glenn Morrison, Manager of IT
Deb Bartlett, Communications
Liana Blaskievich, Exec. Officer Corporate Affairs

Regrets: n/a

Other:

Staff, media, community members

1.0 Call to Order

Chair St. Pierre called the meeting to order at 7:17 pm. Members of the public were welcomed virtually.

1.1 Land Acknowledgement

Vice-Chair Wesley read the Land Acknowledgement.

2.0 Attendance

2.1 Confirmation of Quorum

Attendance indicated that 11 trustees were present for the meeting, including two student trustees. Chair St. Pierre welcomed incoming Student Trustee Dev Bassie who was observing the meeting.

3.2 Declaration of Conflict of Interest None declared.

3.0 Approval of the Agenda

Motion: 25-05-01, L. Sargent/C. Gagne

That the agenda for the Board meeting of May 13, 2025, be approved as amended. The

Minutes of the Public Session Board Meeting of the Near North District School Board held May 13, 2025

amendment being the addition of the correspondence from Chair St. Pierre to Minister Calandra and the addition of the report from the CW closed session. – CARRIED

5.0 Approval of Previous Minutes

Motion: 25-05-02, C. Phillips/S. Hall

That the minutes of the April 8, 2025, regular board meeting be approved. – CARRIED.

6.0 Communication to the Board

6.1 Information Items

6.1.1 Monthly Tender Report – nil report

6.1.2 Monthly Meeting Calendar ✓

6.1.3 AG Student Registration (final) ✓

6.1.4 Mid-year Enrolment Report ✓

6.1.5 Director's Update ✓

6.1.6 2025/26 CW and Board Meeting Schedule ✓

6.1.7 Correspondence ✓

- Minister of Education dated April 14 and April 29
- MPP Smith dated October 15, 2024
- NNDSB to Minister October 21, 2024
- Town of McDougall resolution dated April 16, 2025
- Town of Parry Sound resolution dated April 15, 2025
- OPSBA dated April 11, 2025

6.2 Chair's Remarks

Chair St. Pierre announced the resignation of Trustee Phillips and thanked her for her dedication to the Board. Trustee Phillips presented Chair St. Pierre with a gift and words of praise.

6.3 OPSBA Report

Trustee Steer noted that he had emailed his report to trustees prior to the meeting. He briefed the board on the OPBSA meeting he attended May 2 and 3 in Toronto. He explained that the compulsory webinars and modules released by OPSBA and OESC must be completed by August 31 and reminded everyone of the May 15 provincial budget date which includes educational funding.

6.4 Student Trustees' Updates

Indigenous Student Trustee Riley Trudeau reported that the IYC has been busy with Red Dress Day, the Moose Hide Campaign and powwows.

Teachings and powwows have started at schools, including events at which feeder school students attend secondary school events as a transition activity. IYC is grateful for the Niigan Gdizhaami fund, which supports events in collaboration with Dokis First Nation.

Student Trustee Nanak Sidhu reported that student life across the district has been busy, with cultural celebrations, athletic excellence, artistic flair and community-minded service.

Minutes of the Public Session Board Meeting of the Near North District School Board held May 13, 2025

6.5 Community Involvement
Scheduled Delegations – n/a

7.0 Items for Decision

7.1 Report from the Closed Committee of the Whole Session

Motion: 25-05-03, L. Sargent/H. Wesley

That the Board draft a letter to Conseil scolaire public du Nord-Est de l’Ontario (CSPNE) that we appreciate collaboration, but White Woods PS and its property is not for sale. - CARRIED

A recorded vote was requested by Trustee Sargent.

	YEA	NAY	ABSTAIN	ABSENT
Bertram, Julie	x			
Fuscaldo, Jeanie	x			
Gagne, Caren	x			
Hall, Shane	x			
Phillips, Chantal	x			
Sargent, Louise	x			
St. Pierre, Ashley	x			
Steer, Bill		x		
Wesley, Howard	x			

7.2 Report from the Committee of the Whole Public Session

Motion: 25-05-04, C. Phillips/H. Wesley

That our next response to the Minister will be a request for a meeting with Chair St. Pierre and other members of NNDSB and that we will invite MPP Smith to attend and seek to find solutions with the Minister for more permanent placement given enrolment projections at the Parry Sound build. - CARRIED

Motion: 25-05-05 J. Fuscaldo/C. Phillips

Be it resolved that the Board of Trustees of the Near North District School board hereby allocate the Trustee Initiative Fund divided equally amongst all schools for the fiscal year 2025 to provide assistance to schools as deemed appropriate by each school principal. - CARRIED

8.0 Committee Reports and Minutes

8.1 Committee Meeting Minutes
SEAC – February 2025 (official)

9.0 Next meeting Date: June 10, 2025

10.0 Adjournment

Motion: 25-04-06, S. Hall/C. Gagne

That on May 13, 2025, we do now adjourn at 7:50 pm. – CARRIED

Ashley St. Pierre
Chair

Craig Myles
Director

RESOLUTION SUMMARY

25-05-01 L. Sargent C. Gagne	That the agenda for the Board meeting of May 13, 2025, be approved as amended. The amendment being the addition of the correspondence from Chair St. Pierre to Minister Calandra and the addition of the report from the CW closed session. – CARRIED
25-05-02 C. Phillips S. Hall	That the minutes of the regular Board meeting of April 8, 2025, be approved. - CARRIED
25-05-03 L. Sargent H. Wesley	That the Board draft a letter to Conseil scolaire public du Nord-Est de l'Ontario (CSPNE) that we appreciate collaboration, but White Woods PS and its property is not for sale. - CARRIED
25-05-04 C. Phillips H. Wesley	That our next response to the Minister will be a request for a meeting with Chair St. Pierre and other members of NNDSB and that we will invite MPP Smith to attend and seek to find solutions with the Minister for more permanent placement given enrolment projections at the Parry Sound build. – CARRIED
25-05-05 J. Fuscaldo C. Phillips	Be it resolved that the Board of Trustees of the Near North District School board hereby allocate the Trustee Initiative Fund divided equally amongst all schools for the fiscal year 2025 to provide assistance to schools as deemed appropriate by each school principal. – CARRIED
25-05-06 C. Gagne S. Hall	That on May 13, 2025, we do now adjourn at 7:50 pm. – CARRIED

BOARD REPORT

Title:	Board of Trustees Committee Meeting Calendar June & September 2025
Board Committees	<p>It is noted that the Board of Trustees has structured committees for the purposes of conducting its work more effectively. Committees of the Board of Trustees are comprised of:</p> <ul style="list-style-type: none"> • Statutory Committees- which are established under Provincial Regulations and have mandates, composition, and terms of reference as required by the Regulations; • Ad Hoc Committees- which are formed to assist the Board by doing “pre-Board work” to address a specific topic or project. <p>The NNDSB Board of Trustees welcomes members of the public to attend as observers to public Board of Trustee committee meetings. In support of this commitment, upcoming committee dates are listed below.</p>
Currently Scheduled Meetings	<p><u>Audit</u> June 23</p> <p><u>SEAC</u> June 19 September 18</p> <p><u>Finance</u> June 17</p> <p><u>IEC</u> June 18</p> <p><u>Governance Committee</u> June 18</p> <p><u>MYSP Committee</u> September 2 (tbc)</p>

ADMINISTRATIVE GUIDELINE
Project Requests – Capital and Other
Implementation date: June 10, 2025

1.0 BACKGROUND

1.1 Capital Projects

The Capital Policy Branch of the Ministry of Education provides allocations on an annual basis for School Condition Improvement (SCI) funding and School Renewal (SRA) funding, with the amounts partially derived from the Ministry's School Facility Condition Assessment program (VFA) data held in the VFA database. The VFA database is based on facility inspections done by a third party on behalf of the Ministry which indicate critical or recommended projects. For a project to be considered for School Condition Improvement funding and School Renewal funding, it needs to meet certain eligibility criteria.

SCI is a capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Items eligible for SCI funding are identified through VFA. Projects must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis).

SRA is a multi-faceted program. It allows school boards to revitalize and renew aged building systems and components. It also allows school boards to undertake capital improvements. In addition, SRA provides funding for school boards to address maintenance requirements such as painting, roof patching and pavement/parking repairs. While school boards are provided the above flexibility under SRA, the Ministry encourages school boards to prioritize SRA expenditures to address facility condition, ventilation, health and safety, and general code requirements (including accessibility).

On an annual basis, the Capital Planning and Facilities and Operations departments review the VFA database, previously approved capital projects not yet started or completed, and identified requirements to compile a Capital Projects list. Once approved by the Board of Trustees, the Capital Planning and Facilities and Operations departments move forward with having these projects scoped, designed, and sent out for tender, either internally or in coordination with third parties such as architects and engineers.

1.2 Other Projects

Not all project requirements will fall under the definitions of a Capital project, and in turn be eligible for SCI or SRA funding. Projects may be required due to a change in programming, the need for additional instructional space, a request to add outdoor education spaces or otherwise.

If projects require renovation, installation, or a move regarding NNDSB buildings, grounds, or equipment, the Capital Planning and Facilities and Operations departments must be involved. The Capital Planning and Facilities and Operations departments may be able to assist with: funding; ensuring compliance to Federal and Provincial legislative codes; tendering and awarding projects (with assistance from the Finance department); and project logistics.

2.0 PURPOSE

The purpose of this Administrative Guideline is to provide a reference document for staff regarding the procedure for requesting additional Capital Projects outside of those recommendations brought forward by the Ministry, through the VFA database or by other initiatives; the Capital Planning department; the Facilities and Operations department; or other relevant parties.

3.0 PROCEDURE

Project requests will be made to the Capital Planning and Facilities and Operations departments in accordance with the Facilities and Operations department standard operating procedure *Project Requests – Capital and Other*. Requests of this nature can be made by all members of the Senior team, School Administrators, and Managers. Project requests will be reviewed for consideration by the Capital Planning and Facilities and Operations departments and forwarded for Board of Trustee approval where appropriate. Requesters will be notified of updates throughout the process.

BOARD REPORT

Title:	Revised Administrative Guideline: Safe Arrivals for Elementary Students and School Attendance
Contact:	Superintendent Gay Smylie
Date Submitted:	June 10, 2025
Background:	<p>The Safe Arrivals for Elementary Students Administrative Guideline was last updated December 13, 2022.</p> <p>Due to changes in various platforms utilized by NNDSB to support attendance taking and tracking (PowerSchools, School Messenger and Edsby), it was determined that the Safe Arrivals Administrative Guideline required updating.</p> <p>As per PPM 123: Safe Arrivals, boards are required to ensure that safe arrival programs are “flexible, with a view to achieving overall effectiveness, efficiency, and economy.” Conducting updates to this Administrative Guideline ensures that Ministry mandate is met.</p>
Recommended Changes:	<p>The previous Administrative Guideline contained procedural information that may or may not be applicable to all school sites across the district. The revised guideline will not include procedural information, which ensures that internal procedures can be adapted as needed. This change will allow us to be responsive to platform changes as they arise, including our ability to consider 'end-user feedback' from teachers, secretaries, principals and parents. A multi-departmental working group including members from Safe Schools, Information Technology, Attendance and Program will create procedures that meet the current needs of schools and parents, while also ensuring that the mandates of PPM 123 are upheld and accurate attendance data is reported.</p>

Title: Safe Arrivals for Elementary Students and School Attendance

Effective Date: June 10, 2025

Responsibility: Superintendent of Safe Schools

1.0 Rationale:

Near North District School Board (NNDSB or “the Board”) promotes the safety of our elementary pupils through the development and implementation of a safe arrival program, as outlined in Safe Arrivals Policy Program Memorandum (PPM) 123. NNDSB also understands the importance of regular school attendance for all students in Kindergarten through to Grade 12 and the impact it can have on student achievement and well-being.

2.0 Purpose:

The purpose of the policy is to outline expectations related to daily school attendance to ensure that parents and schools can account for any student’s unexplained failure to arrive at school and to ensure attendance data is accurately collected daily.

3.0 Roles and Responsibilities of the Board, Schools and Staff:

The Board clearly communicates the scope and features of the safe arrival program to principals, staff, parents, guardians and other stakeholders through the creation and implementation of this Administrative Guideline.

The Board must enlist a reliable system of notifying parents, guardians and caregivers and document key information in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Such information includes:

- a log of calls from parents or others who report absences or lateness
- names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence
- parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the Municipal Freedom of Information and Protection of Privacy Act
- a log of actions taken by school staff in accordance with the provisions of the safe-arrival program

Elementary teachers have a responsibility to complete daily attendance following the entry bell each morning. Teachers must take extra care to ensure that attendance is accurate to prevent inaccurate reporting to parents/guardians.

Schools will provide parents, guardians and caregivers with information regarding attendance procedures at the beginning of each school year. This information will include the method(s) in which parents can report their child's absences from school.

Schools will provide parents with a method of verifying that the information on file for each student is accurate and up to date.

4.0 Roles and Responsibilities of Parent(s), Guardian(s), and Caregivers:

Parent(s), guardian(s) and caregivers ("parents") are responsible for their children's safety. Safe arrival programs are a mechanism that parents and schools can use to account for any student's unexplained failure to arrive at school.

Parents are responsible for communicating pupil absences or lateness to the school. This can be done in advance if the absence is planned, or on the same day if the absence was not planned through identified Board platforms.

Parents are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts should a child be inexplicably absent from school. Parents must ensure that the information contained in the Student Information System (SIS) is accurate and up to date. This information is verified at the beginning of each school year and can be updated in-year by contacting the child's school.

If a parent does not want a specific number called, such as a business phone number, the designated school staff can change the priority of that number, which will prevent the automated system from using it in the future.

5.0 Program Delivery:

All elementary schools in the Board will utilize the designated program to conduct automated callouts. This will ensure consistent practices across the district and allow for system-level data collection which supports accurate resource allocation and supervision.

Once automated callouts are complete, designated school staff must verify if any students remain unaccounted for and act accordingly. This may include calling the parent again or calling one of the emergency contacts listed within the SIS. Under the direction of the school principal, the designated school staff will determine how many attempts to contact the parent will be made, ensuring that all responsible efforts have been taken. Should a school principal or designated staff be unable to explain a child's absence and believe that the child may be lost or missing, police will be notified.

6.0 Inclement Weather Days, Buses and Late Arrivals:

As per PPM 123, safe arrival programs should consider both normal, recurring circumstances and unusual events and conditions. As such, in the case of inclement weather days, designated school staff should continue with automated callouts.

Designated school staff should not hold off commencing automated callouts due to late buses (i.e. for those arriving 30 minutes after the entry bell).

Students who arrive to school late (after the entry bell) must report to the office to be marked as late by the school secretary or designated staff overseeing attendance.

BOARD REPORT

Title:	Revised Administrative Guideline: Crisis Response
Contact:	Superintendent Gay Smylie
Date Submitted:	June 10, 2025
Background:	The Crisis Response Administrative Guideline was last updated May 22, 2018. It was determined that the Guideline should be updated following staff training in Traumatic Events Systems, facilitated by Kevin Cameron, the founder of the Centre for Trauma Informed Practices. Members from the mental health team and safe school team, as well as some school-based principals, have been trained in this new approach. These trained staff will become the leaders during a crisis response.
Summary of Changes:	The previous Administrative Guideline contained outdated information and referenced appendices that were not in effect. The revised administrative guideline has been streamlined to ensure that all staff or members of the public will be able to locate the most up-to-date information from our board website. This change will allow us to be responsive to changes as they arise.

Title: Crisis Response

Effective Date: June 10, 2025

Responsibility: Superintendent of Safe Schools

1.0 Rationale:

The Near North District School Board is committed to providing safe, welcoming and supportive working and learning environments. In order to educate learners to their fullest potential in preparation for life-long learning, immediate and sensitive intervention and support can be crucial when students experience traumatic events in their lives. Response teams have been established within the Board to work with the affected school staff and community to assist in coordinating and facilitating appropriate supports.

2.0 Purpose:

A crisis event can be a death, accident, or traumatic event that affects students, staff and school community and requires resources that go beyond those available at any one school in order to appropriately respond and support those impacted. The Crisis Response Team (CRT) is a team of professional support services staff and educators who are trained to respond to crisis events in our school system, across the district.

3.0 Implementation:

The CRT Team can assist in many ways, such as:

- Support the creation of group communication for a variety of stakeholders
- Be available to talk, listen and interact in a responsive way for students, staff and community members as needs arise
- Provide activities that support maintaining an open system during and following the event
- Orient stakeholders to a variety of internal and external resources as appropriate

Find the Crisis Response procedure on our website (nearnorthschools.ca) under *Safe Schools*.

Title:	Draft Revised Administrative Guideline: Volunteers in Schools
Contact:	Superintendent Seija Van Haesendonck
Date Submitted:	June 10, 2025
Background:	<p>The Volunteers in Schools Administrative Guideline begins the 30-day consultation period following this board report. The final guideline will aim to incorporate applicable feedback that aligns with the mission and vision of the Board, while ensuring legislative obligations, set forth by policy program memorandums, the Education Act, Human Rights Code and others, have been considered.</p> <p>The existing Near North District School Board Administration Guideline: Volunteers in Schools was developed in 2000 and needed review to mitigate potential risks and ensure information was current and accurate. The focus of the update is to ensure safety with volunteers in schools and the risks that may arise.</p>
Summary of Changes:	<p>The areas of major change include:</p> <ol style="list-style-type: none"> 1) This update addresses the lack of an annual offence declaration process for volunteers in NNDSB schools to mitigate risk. 2) This update streamlines using a data collection process at the school level, so administration teams are aware of volunteers able to be in the school. This includes where Criminal Record Checks with Vulnerable Sector are stored, how that is captured, and the annual offence process. 3) A fulsome screening process and updated resources for administration use when interviewing and onboarding new volunteers is included in the update. 4) Specific attention has been paid to ensuring consistent practices, to alleviate community members being asked for the same documentation in multiple schools. 5) This update includes revised training resources to ensure new volunteers are aware of school and board processes and procedures. 6) Language has been updated throughout to be more inclusive with gender-specific pronouns removed. 7) Thorough review of all appendices.



ADMINISTRATIVE GUIDELINE

Title: Volunteers in Schools

Effective Date: TBD

Responsibility: Superintendent of Business

Rationale

The school is only as strong as the link it forms with its community. The Near North District School Board (NNDSB) welcomes and encourages participation of volunteers in its schools. Our community partners foster citizenship and offer vast opportunities for students to enrich their learning and skills. The NNDSB has the responsibility of providing a safe and secure working and learning environment for students and employees. The NNDSB expects all volunteers to provide a caring and safe environment that recognizes the rights and dignity of all persons to be treated respectfully. The purpose of this guideline is to encourage the use of volunteers in schools, to outline parameters for effective volunteer programs, and to provide pertinent information on the use and supervision of volunteers.

1.0 Hiring Process: See Administrator Manual for Additional Information and Samples

Step 1: Put in a request with School Administration about opportunities via direct email



Step 2: Obtain a Criminal Record with Vulnerable Sector Check (VSC)

Obtain from your local police agency within the last 6 months. The VSC cannot be older than 6 months. If you need assistance, contact the school.



Step 3: Complete the Volunteer Online Form

The link will be shared by the principal at the school. Once you have done this and submitted your VSC to the school principal, you will be added to the list of approved volunteers and will receive a confirmation email with next steps.



Step 4: Renew your Volunteer Status Yearly

To continue to volunteer in the NNDSB schools, you will need to complete the annual offence declaration survey prior to volunteering. Please email the principal if you have not received your yearly form.

1.1 Vulnerable Sector Screening and Annual Offence Declaration

A Criminal Record with Vulnerable Sector Check (VSC) may be obtained from the local or provincial police departments depending on where the volunteer lives. These screenings will provide some assurance to parents, staff, students, and the Board that our volunteers are worthy of the trust placed in them during the time they work in the schools. The NNDSB will not permit volunteers who have criminal records and/or patterns of behavior that may place students at risk, except at the discretion of the principal or designate.

A VSC for one school is valid at other schools. Schools may wish to cover the cost of this for volunteers. Submitted screenings will be filed in a secure location within the school. The principal will collect these and keep them on file along with a copy of the annual offence declaration spreadsheet.

Each year, each volunteer will be required to complete an annual offence declaration as well as indicate their continued interest in volunteering at the school.

Exemption to Record Check

Co-op students under 18 and the volunteers who accept them into their organizations are exempted from the required VSC. The students are already in the school system and are directly supervised by the Co-op teachers.

Guests and Guest Speakers

There are times when a guest speaker is invited to a school that does not belong to the community organization. Many community partners have vulnerable sector screening processes in place but some organizations do not.

For school guests, there is a clear process to follow which includes:

- Seeking approval from school administration in advance by the supervising staff member including providing information regarding the classes to be visited, reason for the visit, and a clearly outlined date;
- Guest and speakers must be supervised the whole time by a staff member;
- Guests must sign in at the office and be met by the accompanying staff member before being admitted to the school;
- Guests must be shown where there are washrooms available should they need to access a washroom while at the school as a guest; and,
- Guests must formally sign out in the office when leaving.

Note: The admittance of guest speakers is at the principal's discretion.

1.2 References

New volunteers will be asked to provide the names of at least two people who will provide personal references. These references will be checked and documented before the volunteer assumes any duties at the school. References will be checked by the principal or designate and kept in a secure location in the office.

2.0 Orientation for Volunteers

Subject to the guidelines of the Board and barring direction or intervention by the Superintendent of Program and Schools or designate to the contrary, the principal of the school in which a volunteer is serving will be responsible for determining that any activity to which the volunteer is assigned is a school-sponsored activity.

Volunteers should be familiar with school board administrative guidelines and procedures for organizing, directing, controlling and supervising school activities and/or trips. Areas of focus include:

- Emergency response protocols;
- Safety guidelines – school board's excursion policy, [Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#), and review of Administrative Guidelines that relate to school activities;
- Student code of conduct/behavior review – volunteers should not be responsible for administering discipline and must pass concerns along to the supervising staff member; and,
- Volunteering orientation provided by the lead teacher which communicates what duties are assigned and what is expected of the volunteer.

All provisions of NNDSB Administrative Guidelines and procedures and of negotiated collective agreements supersede any statements regarding the use of volunteers unless specifically noted herein.

The principal or designate has the responsibility to screen volunteers. Training should include playground rules, school code of conduct, issues of confidentiality, and emergency procedures. Volunteers shall be provided with a copy of this guideline and/or a school handbook.

Before a new community volunteer begins a placement, they must complete and submit the following:

- Criminal Reference – Vulnerable Sector Check/Annual Offence Declaration
- Appendix 2: Volunteer Reference Check along with VSC
- Appendix 3: Confidentiality Agreement
- Appendix 4: Volunteer Agreement

3.0 Supervision of Students in Physical Education/Sports Activities

Volunteer coaches may, at the discretion of the principal (or designate) and under the direct supervision of a regular staff member, participate in extracurricular physical education activities. The level of supervision required and specific directives for each physical education sport or activity is specified in the [Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#).

4.0 Liability

In any school-sponsored activity that is undertaken by a volunteer, the NNDSB's liability insurance regarding negligence will apply. Volunteers should be aware that the NNDSB's

insurance does not include a loss-of-income provision should the volunteer sustain an injury that prevents them from resuming their normal employment.

As guided by Ontario School Board's Insurance Exchange (OSBIE), just like teachers or other school board staff, volunteers being asked to assume duties to supervise sports activities would be expected to meet the same qualifications as set out by the sport governing bodies and/or the minimum recommendations set out in the OPASSE Guidelines.

Good training will ensure the safety of volunteers as well as the safety of the students under the supervision of the volunteers. Volunteers are protected by the NNDSB's liability insurance against lawsuits arising out of their duties for the NNDSB. Coverage only applies when the volunteer is carrying out duties assigned by the school authorities (i.e. staff members). Volunteers are not covered by accident insurance nor by the Workplace Safety and Insurance Act through the NNDSB.

5.0 Volunteer Drivers

One area where the NNDSB's insurance will not act as primary coverage for volunteers is for volunteer drivers. Automobile insurance is provincially regulated and it is important for volunteer drivers to understand that there is no coverage provided by the NNDSB's insurance for damage to their vehicles even while being operated for approved NNDSB activities. Volunteer driver forms must be completed, signed, and collected before the excursion, as required, as part of the [School Trips Administrative Guideline](#).

6.0 Appendices

- Appendix 1: Volunteer Application Form
- Appendix 2: Volunteer Reference Check
- Appendix 3: Confidentiality Form
- Appendix 4: Student/Volunteer Agreement
- Appendix 5: Annual Offence Declaration

Appendix 1

VOLUNTEER APPLICATION FORM

(if not using the online form/database)

Date: _____
Full Name: _____
Street Address: _____
City: _____
Province: _____
Postal Code: _____
Home Phone #: _____
Business Phone #: _____
Email: _____
Emergency Contact: _____
Home Phone #: _____
Business Phone #: _____

Note: You must provide a recent criminal record check with a Vulnerable Sector Check (VSC)

School: _____
Principal/Designate: _____
Team/Activity: _____
Higher Risk (Y/N): _____
Volunteer Classification: _____

References (not a relative):

Name: _____
Position: _____
Phone #: _____

Name: _____
Position: _____
Phone #: _____

Permission to Contact References

I _____, hereby authorize the school principal/designate, to solicit a personal reference from the referees whose names were provided in connection with my application for placement as a school volunteer. I acknowledge that the NNDSB does not provide accident insurance or Workers' Safety Insurance Board (WSIB) coverage to volunteers. I further acknowledge that I have read and understand the above statements and certify that the information provided on this form is accurate.

Signature

Date

SAMPLE VOLUNTEER COACHING APPLICATION

1. Please describe your previous coaching experience in _____ (specific sport) as well as coaching experience in any other sport. Include number of years you have coached, age range of players, competitive nature of the league and any other details you believe to be relevant to the position.

2. Describe your current certification and/or qualifications you hold which would be relevant to coaching.

3. Describe other coaching professional development sessions you possess which would be relevant to coaching.

4. Do you have St. John Ambulance Emergency/Standard First Aid Certification or equivalent?

Yes/No: _____
Expiry Date of Certification: _____

5. What are the three primary goals you aim to achieve as a coach?

Appendix 2

VOLUNTEER REFERENCE CHECK

Note: Freedom of Information and Protection of Privacy Release is required before any references may be contacted. Please address each area, noting areas of strength but also of concern, discrepancies and inconsistencies in relation to application and other information gathered. Use follow-up questions as required.

Candidate

Full Name: _____

Position Volunteering For: _____

Name of Reference: _____ Phone #: _____

Request by person providing the reference for confidentiality: Yes _____ No _____

1. How long have you known the candidate? _____

2. Were you aware of your name being given as a reference? _____

3. What is your relationship to the candidate? _____

4. Why would you have been chosen as a reference? _____

5. If you are the candidate's supervisor (in a paid or unpaid position) please comment on the following (otherwise proceed to number 6):

Duties/Responsibilities: 1 2 3 4 5

Comments: _____

Punctuality/Attendance: 1 2 3 4 5

Comments: _____

Interpersonal Skills: 1 2 3 4 5

Comments: _____

Ability to understand and follow directions: 1 2 3 4 5
Comments: _____

Initiative and Self-Direction: 1 2 3 4 5
Comments: _____

6. Would you feel comfortable with this individual working with students? _____

7. Do you know of any reason why this individual should not be working in close proximity to students? _____

8. Is there anything you would like to add? _____

Signature Date

Appendix 3

PARENT AND COMMUNITY VOLUNTEERS CONFIDENTIALITY AGREEMENT

In the course of your volunteer activity with the Near North District School Board, you may be exposed to information about students and their families, staff and/or school or Board information that is confidential in nature.

In accordance with the Municipal Freedom of Information and Privacy Act, the privacy of students, their families, and staff members must be respected and upheld at all times. If confidential information regarding student information and records, school or Board operations, finance, staffing, or any other school community information of a private nature is made publicly known, the well-being of those involved and the operations of the school and the Board as a whole may suffer irreparably.

Confidentiality Agreement

I, _____ have been made aware
(Volunteer Name)

that as a volunteer, I may be privy to confidential information regarding members of the school community, including students and their families, staff and administration. Whether such information has become known to me in the normal performance of my duties or inadvertently, I acknowledge my moral and legal obligation to maintain the confidentiality and privacy of such information.

I understand that all confidential information that becomes known to me in any way shall not be disclosed to any person within or outside the school, unless authorized in writing by the school principal/designate or parent/guardian. I understand that I do not have access to the Ontario Student Record (OSR) and its contents.

If I have any questions or concerns regarding the confidentiality of any information made known to me throughout the course of my duties, or am unsure whether or not certain information should remain confidential, I will contact my immediate supervisor (school principal or designate) immediately for discussion, before sharing this information with any third party.

This confidentiality agreement is not limited by the duration of the visit/volunteer work in the school classroom(s), event, activity, etc. and this will be respected indefinitely. If confidentiality is breached, I will be required by the principal/designate to relinquish my duties.

Volunteer Signature

Date

Witness Signature

Date

Appendix 4

SCHOOL/VOLUNTEER AGREEMENT

Name of Volunteer: _____

School: _____

Class/Activity: _____

Staff Member Supervising Volunteer: _____

As Principal/Designate, I agree to:

- Provide both initial orientation and ongoing training and support to the volunteer;
- Ensure that volunteers are neither responsible for the supervision of students nor the delivery of programs without teacher direction, nor be involved in any evaluation of students or school personnel or program;
- Ensure that volunteers are not given access to personal information regarding students or staff, unless it is essential to the performance of their duties; and,
- Inform the volunteer in advance of all school schedule changes.

As a Volunteer, I agree to:

- Perform duties as assigned by Board Staff, with no expectation of remuneration or credit;
- Respect the confidentiality of all information made known to me regarding students or staff;
- Neither discipline nor evaluate students;
- Notify the appropriate person at school as soon as possible when circumstances necessitate my absence;
- Abide by all NNDSB administrative guidelines and procedures;
- Follow dress and behaviour codes as established by the school and NNDSB; and,
- Acknowledge that I have been made aware that NNDSB does not provide accident insurance or Workers' Safety Insurance Board (WSIB) coverage to volunteers.

Action Item: The Volunteer has provided the Principal/Designate with a Vulnerable Sector Check (VSC) dated within the last six months and it has been reviewed.

Not required for this position: _____

Starting date: _____

Volunteer Signature

Date

Principal (or designate) Signature

Date

Appendix 5

SAMPLE OFFENCE DECLARATION FORM

(If not using an online form)

Full Name: _____

Date of Birth: _____

Volunteer Position(s): _____

Location(s) of Volunteering Activities for NNDSB: _____

I DECLARE, since the last Vulnerable Sector Check (VSC) reviewed by the NNDSB or since the last Offence Declaration given to me by the NNDSB, that:

I have NO convictions under the *Criminal Code of Canada* up to and including the date of this declaration for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.

This declaration is dated at _____ this ____ day of _____, 20__.

Volunteer Signature

Date

REPORT

Title:	NNDSB Math Achievement Action Plan Progress Update, 2024-25
Contact:	Assistant Superintendent/Math Lead: Kim Pauli
Date Submitted:	June 3, 2025
Recent Actions/Updates	<p>At the November 15, 2024, Board Meeting, the Board of Trustees approved the Math Achievement Action Plan Initial Report for the 2024-25 school year. The report outlined the specific goals and actions that would be undertaken this year, with the goal of improving student achievement in Mathematics across our district. These actions all align with three key priority actions that have been identified by the Ministry of Education:</p> <ul style="list-style-type: none"> • Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement • Engaging in ongoing learning to strengthen mathematics content knowledge for teaching • Knowing the Mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive. <p>This report serves as an update of the NNDSB Math Achievement Action Plan (Final Report) for review. Attached is a chart that references the three priority actions in the top row, along with the specific areas of need that have been identified across our district. In each column below, specific “key actions” are listed that will best support these needs at the Board, School, and Classroom levels that were implemented during Term 2/Semester 2.</p> <p><u>Highlights for Term 2/Semester 2 include:</u></p> <p>“Short Cycles of Learning” were facilitated by Math Facilitators alongside a classroom teacher colleague across all 19 priority schools during Term 2. Launch and Consolidation sessions were held virtually for all participants, where they were able to share their learning and celebrate student growth. Evidence of learning was also provided in the form of data dashboards, photos, and student work.</p> <p>Over 130 students at the Grade 3 level received Numeracy Intervention programming during the 2025-26 school year. Our central team will continue to support Resource Teachers and Math Facilitators with training and resources to support gap-closing programming in a small-group setting.</p> <p>New, board-created Long Range Planning documents were accessed more than 2000 times from the NNDSB Math Sharepoint site during the 2024-25 school year. These resources are working documents and will continue to be</p>

	<p>refined and reviewed on a regular basis to ensure that they are meeting the needs of learners across the district.</p> <p>A series of three PLC Slide decks were shared at elementary staff meetings with a focus on our key high impact instructional practice of “Tools and Representations”. These were delivered by Principals, alongside Math Facilitators in our priority and non-priority schools across the district.</p> <p>Our 19 Math Facilitators engaged in ongoing classroom support work with classroom teachers, co-teaching, modelling, and supporting student learning. They received regular updates and planning templates with specific learning goals for each six-week cycle. This process helped to prioritize urgent student learning needs and ensure consistent practices across Near North District School Board math classrooms.</p> <p>Strategic Planning and Content Learning sessions led by the Ministry Math Student Achievement Officers have provided our team with feedback about accomplishments, goals, and next steps as we continue our work on the Math Achievement Action Plan. Connections and networking with other school boards and the sharing of “best practices” across the province will continue to be a priority moving into the 2025-26 school year.</p>
<p>Next Steps</p>	<p>The 2024-25 Math Achievement Action Plan Final Report will be submitted to the Ministry by the July 18th deadline. The Math Achievement Action Plan will be revised for the 2025-26 school year.</p>



Math Achievement Action Plan: Final Report 2024-25

Priority Action 1: Ensuring fidelity of curriculum implementation	Priority Action 2: Engaging in ongoing learning on math content knowledge for teaching	Priority Action 3: Know the math learner and ensuring math task, interventions and supports are relevant and responsive
<p>Curriculum Knowledge: Deepen educator understanding of 2020 Math Curriculum, including connections across strands.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -New, board-created Long Range Planning documents were accessed more than 2000 times from the NNDSB Math Sharepoint site during the 2024-25 school year. -April PA Day content was delivered to all elementary educators with a focus on building fact fluency and improving student mindset in Math. 	<p>Focused Educator Learning: Identifying focus areas for math content knowledge building based on student achievement data and student work.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Standardized, board-created assessments were delivered across all six cycles in our math priority schools. -This MAAP assessment data was displayed in heatmaps for Math Facilitators, central staff, and Principals to use for monitoring and next steps. 	<p>Assessment: Implement effective assessment practices to determine all students' mathematical strengths, needs, identities, and interests.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Short Cycles of Learning were facilitated by Math Facilitators alongside a classroom teacher colleague across all 19 priority schools during Term 2. Launch and Consolidation sessions were held virtually for all participants with sharing of best practices between schools.
<p>Effective Planning: Build educators' capacity in long- and short-term planning using quality resources for a balanced math program that reflects the current curriculum, including the math processes and connections between strands.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Continued refinement of the 5-day planning template and promote the key elements of a "Balanced Math Lesson" with a focus on Number Talks/Number Strings. -Presentation by EQAO Education Officer for Grade 3 and 6 educators at the April 4th PA Day supported a better understanding of the EQAO Framework, assistive tools, and effective use of sample tests. 	<p>Content Knowledge Development: Strengthen educator understanding of the foundations of mathematics (i.e., development of number sense through the developmental trajectories, fractions, etc.) in an ongoing manner.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -A series of three PLC Slide decks were shared at elementary staff meetings with a focus on our key high impact instructional practice of "Tools and Representations". -Math Facilitators engaged in ongoing classroom support work with classroom teachers, co-teaching, modelling, and supporting student learning. 	<p>Planning for Intervention: Identify and refine strategies to use assessment data to guide planning and interventions and inform instructional decisions.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Monitoring and intervention resources in Knowledgehook were used to identify specific students requiring support, and then to deliver gap-closing programming across all 19 Math priority schools. -Data gathered from the week's Knowledgehook missions were used to determine small groups for math intervention, as a part Math Facilitator collaborative work with teachers in priority classrooms.

<p>Quality Math Resources: Develop capacity with math resources that support educators' understanding of the 2020 math curriculum implementation (i.e. MathUP, Knowledgehook, DreamBox Learning).</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Dreambox dashboard learning session was provided for educators in Grades 1-3 to ensure appropriate data analysis and next steps in using this digital tool. -Grade 7-9 educators engaged in professional learning project related to "Rethinking Fractions" and Differentiated Instruction, and this work was shared with fellow educators across the district on the April 4th PA Day. -Knowledgehook professional learning sessions were offered in April on various topics such as Formative Assessment and Supporting Students with Special Education Needs. 	<p>Math Processes: Developing an understanding of effective integration of the Math Processes within math learning opportunities.</p> <p>Key Actions:</p> <p>Focus on building math routines such as Predictable Routines to start the math class (Addressing DI, UDL, SEL)</p> <ul style="list-style-type: none"> • 3-Part Math Lesson (Activation, Action, Consolidation) • Math Conversations • Representations/Showing our Thinking • Dot Talks • Deliberate Practice using Math Games • Building Thinking Classrooms Routines • Random Groups • Thinking Tasks • Vertical, Non-Permanent Spaces 	<p>Intervention Resources: Provide evidence-based math resources to support educators in providing effective math intervention.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Over 130 students at the Grade 3 level received Numeracy Intervention programming during the 2025-26 school year. Our central team will continue to support Resource Teachers and Math Facilitators with training and resources to support gap-closing programming. -Summer Learning resources and supports for educators have been created and shared in the lead up to these programs with the goal of delivering evidence-based practices across all settings.
<p>Home Connections: Increase communication regarding home math practice using digital math tools and other resources.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Details about Knowledgehook and Dreambox Learning at-home accounts shared with families. -Straddledgy summer accounts available for Grade 1-3 students to use for skill building and at-home practice. 	<p>Family Connections: Engage families in building an awareness of different ways of understanding and doing mathematics.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -Math For Families web page updated with Summer Math Learning activities, links, and games. This link will be shared in the June Letter to Families. -5 Family Math Night events were held across the district, supported by Parent Involvement Committee Funds. 	<p>High Impact Instructional Practices: Deepen educators' understanding of the HIIP to support inclusion and engagement for all students, especially those with diverse learning needs.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> -A series of three PLC Slide decks were shared at elementary staff meetings with a focus on our key high impact instructional practice of "Tools and Representations".

Title:	Director's Update
Contact:	Craig Myles, Director of Education
Date Submitted:	Board Meeting June 10, 2025
Welcome	<p>As the school year comes to an end our focus is on student success, graduations, staff retirements, twenty-five-year employee milestone recognition and summer learning. I would like to recognize the staff who continue to go above and beyond to add to our students' success and school experience.</p> <p>I would like to say a final word to NNDSB students. I know these last few weeks can be fun and exciting but also a little stressful as you strive to meet all expectations to complete the year. I would like students to know as we enter the flurry of activity with final report cards, summer learning excursions and events, and transition and graduation ceremonies, that your hard work and curiosity are worth it. You make me proud to be the Director of Education of the Near North District School Board. I wish you the best of luck in these final weeks of our school year and hope you have a safe and happy summer break.</p>
Indigenous Peoples Day June 21	<p>Indigenous Peoples Day is Saturday June 21. Schools will be honouring and celebrating this day on Thursday June 19 and Friday June 20 with resources provided by our Indigenous Education team. Our schools will also be supported by community elders, mentors, and artists. This reflects the Board's commitment to Truth and Reconciliation, acknowledging the traditional territories of the Indigenous peoples of our region and the importance of decolonizing practices within the education system.</p>
Excellence in relationships and Teaching and Learning	<p>Chippewa Secondary School science teacher Jamie Carruthers organized a concert featuring Dave Gunning and Rose Morrison as a fundraiser for stage/theatre equipment for the school. In addition to the headliners, the concert featured performances by past and current students, including CSS's guitar ensemble. The West Ferris Drama department assisted with lighting and sound, and many individuals and businesses sponsored the event and provided items for the silent auction. This is such a wonderful example of NNDSB working as a family of schools and alumni working for NNDSB students.</p> <p>Congratulations to CSS teacher Craig Nodwell, who was recognized by Village Media with a BayToday Community Builder Award for Education. Mr. Nodwell was acknowledged at a luncheon in North Bay on May 21. He was recognized for his work in the student success room where he supports students</p>

	<p>and runs the Grade 12 Leadership course. Mr. Nodwell’s contributions to the Jack Lyons Memorial Hockey Game, his Scarlet and Gold Volleyball tournaments and his work with OFSAA were highlighted by the organizers. Mr. Nodwell included me in his accolades, and I remain humbled and honoured to be mentioned by such an outstanding educator.</p> <p>Clean, Green, Beautiful North Bay gifted Vincent Massey Public School with nine trees for the lower school yard. Thank you to Ms. Hawken who organized the donation, and to our community partner for providing trees that will be enjoyed by NNDSB students for years to come.</p> <p>The annual West Ferris Parade for Cancer took place on May 27, raising an astounding \$51,000 for North Bay Regional Health Centre. More than 700 Trojans took part in the annual parade to the waterfront. This is another event that could not have happened without the support of our staff and valuable community partners.</p> <p>Congratulations to Alliance French Immersion Public School for achieving Gold Healthy Schools Certification for the 2024–2025 year. Students and staff participated in a wide range of impactful initiatives that promoted well-being, leadership, and inclusivity.</p>
<p>PA Day June 9</p>	<p>Schools will use this time to engage in school-based learning priorities as facilitated by their principal that focus on student success, which may include any Ministry, Board and/or School Priorities. Examples include:</p> <ul style="list-style-type: none"> • student success activities including credit rescue and recovery planning • mental health literacy and student well-being planning • culturally relevant and responsive pedagogy • approaches to de-streamed courses • review EQAO data to develop targeted literacy and math supports • school safety and cyber security • equity and human rights
<p>Administrative Guidelines for Consultation</p>	<p>Draft Administrative Guidelines are placed on the website for the public consultation phase. Feedback will be collected for 30 days. To improve efficiency and communication, and to accommodate trustee and public input, we have adjusted the process so that AGs are brought to the board meeting as an information item before being posted for public consultation the following day. This ensures trustees and the public are clearly notified when the AG is posted and will have the full 30-day period to respond.</p> <p>As documents are added for consultation, they are placed here: https://www.nearnorthschools.ca/board/administrative-guidelines/</p>

	A	B	C	D	E	F	G
1	2025 NNDSB SCHOOL GRADUATION CEREMONIES						
2							
3	SCHOOL	PRINCIPAL	DATE	TIME	ATTENDING SO	ATTENDING TRUSTEE	LOCATION
4							
5	ALLIANCE	Kyla Kadlec	Wednesday June 25	NOON-3			GYMNASIUM
6	ARGYLE	Tyson Brear VP	Friday June 20	NOON			GYMNASIUM
7	BRITT	Brigid Wright	n/a				
8	CHIPPEWA INTERMEDIATE	KTP	n/a				
9	EVERGREEN HEIGHTS	Susan Fawcett	Monday June 23	7:00pm			GYMNASIUM
10	FERRIS GLEN	Jennifer Delorme	Tuesday June 24	TBD		Trustee Gagne	GYMNASIUM
11	FJ McELLIGOTT INTERMEDIATE	Tracy Bellaire	Tuesday June 24	4:00pm		Trustee Gagne	GYMNASIUM
12	HUMPHREY	Dawn Buckland	Friday June 20	TBD			GYMNASIUM
13	LAND OF LAKES	Liz Gribbon	Tuesday June 24	6:00pm			AUDITORIUM
14	MT DAVIDSON	Heather Taylor	Tuesday June 24	TBD		Trustee Gagne	GYMNASIUM
15	MACTIER	Heidi Cameron Armstrong	Tuesday June 24	NOON			GYMNASIUM
16	MAGNETAWAN	Wade Burrows	Monday June 23	10:15am			GYMNASIUM
17	MAPLE VIEW	Amanda Meighan	Friday June 20	9:15am			
18	MAPLERIDGE	Marg McDiarmid	Wednesday June 25	11:00am			GYMNASIUM
19	MATTAWA DISTRICT	Tracy Bellaire	Monday June 23	6:00pm			GYMNASIUM
20	MCDUGALL	Laurie Payne	Friday June 20	1:00pm			Gym, or Outside
21	NOBEL	Brigid Wright	Tuesday June 24	1:00pm			GYMNASIUM
22	PARRY SOUND INTERMEDIATE	Michael Schneider	Tuesday June 24	12:30pm			STOCKEY CENTRE P.S
23	PARRY SOUND PUBLIC	Shannon Mahon	Thursday June 19	NOON			GYMNASIUM
24	PHELPS	Sean Meighan	Monday June 23	4:00pm		Trustee Gagne	GYMNASIUM
25	SILVER BIRCHES	Alison Herst Jackson	Wednesday June 25	11:00am			GYMNASIUM
26	SOUTH RIVER	John Duclos	Tuesday June 24	12:15pm			GYMNASIUM
27	SOUTH SHORE	Leslie Hansen	Tuesday June 24	NOON			GYMNASIUM
28	SUNDRIDGE CENTENNIAL	Jill Cooper	Monday June 23	11:30am		Trustee Hall	GYMNASIUM
29	SUNSET PARK	Amy Wood	Wednesday June 25	10:30am			GYMNASIUM
30	VINCENT MASSEY	Lori Bergin	Tuesday June 24	10:00am			GYMNASIUM
31	WEST FERRIS INTERMEDIATE	Gillian Kajganich	Monday June 23	1:00pm			AUDITORIUM
32	WHITESTONE LAKE	Wade Burrows	Friday June 20	11:30am			Dunchurch Community Ctre
33	WHITE WOODS	Pippa Madigan	Thursday June 19	5:00pm			White Woods Auditorium
34	WOODLAND	Tammy Melnyk	Tuesday June 24	11:30am			GYMNASIUM
35							
36	2025 NNDSB SECONDARY SCHOOL GRADUATION CEREMONIES						
37							
38	SCHOOL		DATE	TIME			
39	ALMAGUIN	Heather Hickey	Wednesday June 25	7:00pm		Trustee Hall	GYMNASIUM
40	CHIPPEWA	KTP	Wednesday June 25	7:00pm			Capitol Centre
41	FJ McELLIGOTT Grade 12	Tracy Bellaire	Wednesday June 25	4:00pm		Trustee Gagne	GYMNASIUM
42	LAURENTIAN LLC Grade 12	KTP	Wednesday June 25	11:30am			GYMNASIUM
43	LAURENTIAN CONTINUING ED	KTP	Thursday June 19	11:00am			GYMNASIUM
44	NORTHERN	Sean Ruddy	Thursday June 26	10:00am		Trustees Sargent; Bertram	GYMNASIUM
45	PARRY SOUND HIGH	Michael Schneider	Wednesday June 25	10:00am		Chair St. Pierre	BOBBY ORR COMM CENTRE
46	WEST FERRIS	Gillian Kajganich	Tuesday June 24	6:30pm		Trustee Sargent	AUDITORIUM

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VIA EMAIL

November 1, 2024

Denis Labelle, J.D., D.H.A. Président
Conseil scolaire public du Nord-Est de l'Ontario
820 Lakeshore,
North Bay, ON

Dear Denis:

Re: Potential Land Acquisition and Collaboration

Thank you for your correspondence dated October 10, 2024 regarding land acquisition in Sturgeon Falls.

Please know we will be bringing your request forward for discussion at a future board meeting.

We will respond as soon as possible regarding the Board's position.

Sincerely,



Ashley St. Pierre
Chair, NNDSB

cc: C. Myles, Director of Education
S. Van Haesendonck, SBO
NNDSB trustees

June 3, 2025

From: PSHS Parent Council Co-chair, Jacob Kennedy

****Subject:**** Inquiry Regarding Missed School Days Due to Bus Cancellations

Dear Near North School Board,

I am writing to express deep concern regarding the ongoing impact of school bus cancellations on students' education. While transportation challenges can be unavoidable, the frequent missed school days have disrupted learning for many children, and it is imperative that we explore alternative solutions. Technically speaking, the building was open, but practically speaking lessons were not taught (in the vast majority of cases). Cancelling class lowers the bar for all students, unfairly penalizing the entire student body, setting them behind other districts. This year alone, students at Parry Sound High School have missed over six weeks of instructional days.

Many students affected by these cancellations could be continuing their studies online during these missed days. While I recognize that not all students have access to reliable internet at home, a lack of universal accessibility should not prevent forward-thinking policies that benefit the majority. Numerous other school districts have implemented hybrid or remote learning plans as contingency measures, ensuring that students remain engaged in their studies despite transportation setbacks. Why has this option not been explored in greater depth within our district?

Additionally, it is crucial that families receive clear communication regarding long-term solutions and mitigation strategies. What steps is the school board taking to address this persistent issue? Are there ongoing discussions regarding online learning accessibility or alternative transportation solutions? Parents, guardians, and students deserve answers and a proactive approach, rather than continued uncertainty and lost educational opportunities.

I urge the board to respond with transparency regarding potential solutions and planned actions. Education must not be compromised due to logistical challenges—there is a path forward that prioritizes students' learning, minimizing the disruption of education, and I ask that the board demonstrate leadership in finding and implementing it.

I look forward to an agenda item being added to a future board meeting. Thank you for your attention to this critical matter.

Sincerely,

Jacob Kennedy

PUBLIC EDUCATION SYSTEM REMAINS UNDER SIGNIFICANT FINANCIAL STRAIN

Per pupil funding improving: this year's gap at \$404 per student

Toronto, June 2, 2025 – After years of education funding increases that lagged behind inflation, this year's 2.64% increase marks a modest step in the right direction. For the second year in a row, education funding in Ontario is projected to increase above the rate of inflation.

We note the government's growing investments in cybersecurity, student transportation, and temporary pupil accommodations such as portables, which have been areas of significant concern for school boards across the province.

Following the release of last year's Core Education Funding, the Ontario Public School Boards' Association (OPSBA) described the *projected* 2024-25 funding levels as an increase below inflation. However, *actual* spending at the end of the fiscal year was higher than the projected amount, with an increase from the per pupil amount of \$13,835 to an actual amount of \$14,186 – an amount that exceeds inflation. This was mostly due to increased school board spending following the implementation of central collective bargaining agreements.

"While this year and last year represent a step in the right direction, the challenging reality is that funding still falls short of closing the gap that has developed since 2018," said OPSBA President Kathleen Woodcock. "We are also concerned by projections in the Budget document that suggest education funding will plateau in the years ahead. This would be a step backward at a time when the needs of students, the demands on school boards, and cost pressures continue to rise."

According to the Ministry of Education's data (see chart below), per-pupil funding is set to rise from \$14,186 in 2024-25 to \$14,560 in 2025-26. That's an increase of \$374, or 2.64%.

Back in 2018, when the current government was first elected, schools were receiving \$12,282 for each student. The amount planned for 2025-26 is \$14,560 per student. But if adjusted to match 2018 money values, it's actually only worth \$11,878. That means there's still a gap of \$404 per student compared to 2018, although that's better than the \$776 gap we saw last year.

Still, with nearly 1.4 million students in Ontario's English public schools, had funding kept pace with inflation from 2018, there would be approximately \$693 million more in the English public system today.

Special Education

Special Education funding is among the most pressing funding challenges facing school boards. Every single one of our member boards is experiencing such increased special

education demand that they are forced to spend significantly more (\$582.7 million in 2024-25, see chart below) on special education than the amount that they are funded for from the government.

We must continue to recognize the rising and complex needs of our learners, particularly those requiring special education supports. All of our member boards are routinely forced to spend beyond their allocations to support students—because they must. This is not sustainable, and it must be addressed.

Underfunding of student transportation in many boards across the province has also created significant challenges. In both areas of Special Education and student transportation, it's a good sign that additional funding has been added, especially given how much costs have risen in recent years. This is an area we'll need to continue monitoring closely.

Unfunded Statutory Benefits

In addition, school boards note a significant issue regarding funding for statutory benefits – the Canada Pension Plan (CPP) and Employment Insurance (EI). Like all employers, school boards are required to pay these important statutory benefits. CPP has been gradually increasing from 4.95% in 2019 to 5.95% at present. This increase, mandated by the federal government, costs school boards money every year. The provincial government has not provided funding to cover this. In 2024, a second additional contribution rate was added. Similarly, EI has also been increasing over this time. As [has been previously reported](#), this has led to an annual funding gap in just this one area of more than \$100 million across English public school boards.

Policy Barriers

While underfunding is one source of the financial challenges facing school boards, there are also a number of policy barriers that prevent school boards from spending money efficiently. The best example is the ongoing [eight-year “temporary” moratorium on school closures](#). We believe there are more effective ways to invest public dollars in education, and we are ready to be part of those conversations.

Our students deserve to learn in safe, modern, and accessible spaces. To do this, we must renew aging infrastructure and ensure we have the right schools in the right places.

We urge the government to increase education funding back to 2018 levels, adjust for inflation moving forward, and eliminate policies that restrict the ability of school boards to manage public money efficiently.

Ontario's competitive advantage is its people, and our highly educated and skilled workforce sets us apart. The foundation of this begins in the K-12 public education system. OPSBA will continue to advocate for funding that meets the real needs of our students, staff, and communities.

June 2, 2025

To: OPSBA Board of Directors, Board Chairs, and Directors of Education

Good afternoon,

We are writing to you today to provide an update on the government's proposed [Bill 33, the Supporting Children and Students Act](#). The introduction of this legislation has rightfully caused concern across the sector – introduced without prior consultation within the same week as the delayed release of the 2025-26 Core Education Funding.

It's clear the government views school board governance as an area in need of "clean-up," although we, like you, know the work being done in our boards every day is truly exceptional. Small miracles are constantly happening across the province in our schools because of the work you do, and I hope you can join us in finding strength in that.

At this time in our history, we must continue to work together at all levels of government to take a strong, values-based approach to deal with the national, and indeed global, problems of our times and navigate the ever-growing complexities of this world.

We must lean into what we hold dear as Canadians – respect for democracy, people, due process, and community. Like all Canadians, we value integrity, and of course, peace, order, and good government.

School boards and their trustees take their roles as governors of institutions dedicated to the service of students, and our collective future, very seriously. In fractious times like these, when the fabric of society feels increasingly strained, we must continue to call on the provincial government to work with us to strengthen local democracy and support a culture of quality and innovation in public education.

As we said in our [public statement last week](#), we cannot forget the essential value school boards bring: the ability to respond meaningfully to the unique needs and realities of their local communities. Trustees are elected local leaders who are directly accountable to voters. Your lived experience and deep community knowledge bring unique and essential insights and relationships. Decisions on important issues, such as school naming and School Resource Officers, should be made collaboratively with those in communities, not from Queen's Park.

So here's our commitment to you – in the days and weeks ahead, we'll continue pushing a path forward to ensure your voices are heard at Queen's Park. From research and news releases like what we published earlier today ([Public education system remains under significant financial strain](#)) to conversations with the Minister of Education, his staff, and changemakers in the Ministry of Education, and working with our partners across the sector, we are committed to focusing the narrative on what matters most: supporting students.

We will be responding strongly to Bill 33, following internal consultation with our Education Program and Policy Development Work Groups, before the July deadline.

We know these moments are difficult, but they also remind us why your work matters so deeply. Trustees remain a vital part of Ontario's education system – not despite local governance decisions, but because of them.

We take great heart in the high level of engagement that trustees and Directors of Education have put into the OESC Essential Governance series so far. This is proof positive of the level of care and professionalism that you put into your work.

Please do not hesitate to connect with either of us in the days ahead – we look forward to seeing many of you at our Annual Meeting next week in Niagara!

Your Association will continue to stand with you and push for the respectful, collaborative approach our students deserve. Let's stay connected, stay grounded in our shared values, and keep advocating – together.

Sincerely,

A handwritten signature in black ink that reads 'Kathleen Woodcock'.

Kathleen Woodcock
President

A handwritten signature in black ink that reads 'Stephanie Donaldson'.

Stephanie Donaldson
Executive Director

Indigenous Student Trustee Trudeau
June 2025 Report

Good afternoon,

Throughout the month of May, students participated in a land-based learning workshop at Nipissing Secondary School, led by Tory Fisher's students. They had the opportunity to explore various cultural teachings, including powwow dancing, trapping, maple syrup making, and hide scraping. We are grateful to the NG Fund with Nipissing First Nation (NFN) for supporting this valuable learning experience and collaboration.

NNDSB students have also been hosting their school powwows—joyful celebrations filled with laughter, dance, language, and culture. We've been fortunate to work alongside Aanmitaagzi, a wonderful group that has made learning about Indigenous culture engaging and memorable for our youth.

This month, the Indigenous Youth Circle (IYC) will be holding its retreat at Nipissing University on June 5th and 6th. The retreat will offer a calming and safe space for students to participate in cultural activities ahead of exams. Workshops will include shaker making, seal skin red dress pin making, and beading. We also want to give students from different schools the chance to connect and unwind after a year of hard work.

Being part of IYC has been a highlight of many students' high school experiences. On behalf of myself and the education team, I want to express how incredibly proud we are of every IYC student. They are creative, kind, and hardworking individuals who continue to inspire us.

As we wrap up a wonderful year filled with workshops, events, and meaningful learning opportunities, we want to extend our heartfelt thanks to everyone who has supported IYC. A special thank you goes to the Indigenous Education team at NNDSB—you have been a constant source of support, warmth, and joy for our students.

Miigwech.

June 5, 2025

Chair Ashley St. Peirre

Dear Chair St Pierre and fellow Board Members,

It is with a heavy heart but a hopeful spirit that I respectfully submit my resignation as a School Board Trustee with the Near North District School Board, effective June 11th, 2025.

Serving as a Trustee, elected to represent Zone 3 of this board has been an extraordinary honor and privilege. I am deeply grateful for the opportunity to represent the voice of my communities and to be able to contribute to the success and well being of all students.

To the parents of my community, I know there is still work to be done, but I hope that I was able to bring your voice to the table and represent each of you, because you matter. Your tireless advocacy for your children is the heartbeat of our schools. Your voices—persistent, passionate, and powerful—drive meaningful change. I encourage you to continue engaging with the board, attending meetings, and sharing your perspectives. Your involvement ensures our schools remain places where every child's potential is nurtured.

To our neurodiverse students and community members: It is my sincere hope that you will realize your own potential and be inspired by my own involvement with the board as a neurodiverse individual. Your unique strengths and perspectives enrich our schools beyond measure. I urge you to keep advocating for your needs and sharing your experiences. Your courage inspires policies and practices that embrace diversity and create environments where everyone can thrive. The struggles you may face don't define you and what you are capable of. Never doubt the impact of your voice.

To my fellow Trustee's and staff, thank you for your guidance, support and encouragement. It is the diversity of thought at the table that allows an opportunity for perspective and self reflection, even when there is disagreement - which helps to find a balance that serves the needs of our students.

As many of you will know from personal conversations with me, honesty and integrity are very important to me. So as difficult as it is for me to step away knowing there is still work to be done, this decision stems from an impending conflict of interest, which I take extremely seriously. For context, conflicts of interests impede our decision-making abilities as elected representatives, as is stipulated not only in the Education Act, but also within the Municipal Conflict of interest act, and in fact has legal ramifications when not adhered to.

I am confident that the board will seek out applications and appoint a new Zone 3 Trustee who will serve the remainder of this term with unwavering dedication, and who will passionately advocate for our community's educational values while ensuring continued progress for our students.

Sincerely,
Jeanie Fuscaldo

May 2025 Budget Recommendations



1. The SEAC for the NNDSB supports maintaining to the best of our ability, staff and resource support aligned with the tiered model of support currently in place across all regions of the Board.

2. The SEAC for the NNDSB supports maintaining and growing a multi-disciplinary model to support internal collaboration and opportunities to collaborate with community agencies/partners.

3. The SEAC for the NNDSB supports having Differentiated Learning Resource Teachers in all schools in order to support school level needs.

4. The SEAC for the NNDSB supports the best possible allocation of central staff to support early and timely intervention, testing, professional assessments and specialized services (speech and language, hearing, sight, behaviour, Applied Behaviour Analysis) with equitable access across the regions.

5. The SEAC for the NNDSB supports maintaining staffing levels for Education Assistants, through retention and recruitment strategies, across the Board to enable equitable and inclusionary practices

6. The SEAC for the NNDSB supports the continued use of the model of Flexible Education Assistants in all regions to best reflect the changing and evolving needs of students.

7. The SEAC for the NNDSB supports innovative and evidence-based professional development of all staff and recognizes the importance of professional development topics, such as but not limited to social-emotional learning, neurodiversity and transition planning.

8. The SEAC for the NNDSB supports the acquisition of additional resources for secondary student programming in recognition of student learning losses and learning gaps related to the COVID-19 pandemic.

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SPECIAL EDUCATION PLAN

2025-26



To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

INTRODUCTION

On January 27th, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The Ministry released Province-wide Standards for Individual Education Plans and for Special Education Plans in 2000.

The Near North District School Board must comply with the requirements for Special Education Plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services" and in the Standards for School Boards' Special Education Plans 2000 policy document.

In accordance with Regulation 306, 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. As of April 2010, the Board is no longer required to submit the plan to the Ministry of Education but must post an approved plan on their websites by July 31.

One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

The Near North District School Board's Special Education Plan is posted on the Near North District School Board's website and may be accessed at <http://www.nearnorthschools.ca> located under Programs > Special Education > Resources & Documents.

Students, parents, community members, organizations, and staff are invited to respond to the elements of the Special Education Plan. Questions and suggestions for improvement may be addressed to:

Superintendent of Programs and Schools
Near North District School Board
P.O. Box 3110
North Bay, ON P1B 8H1

Phone: 705- 472-8170 or 1-800-278-4922
Fax: 705- 472-9927

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SEAC RECOMMENDATION RE: ANNUAL REVIEW

SEAC accepted by consensus, that the Special Education Plan 2025-26, as revised, be forwarded to the Near North District School Board with recommendation for approval.

Moved by: N/A

Seconded by: N/A

Date: May 22, 2025

RESOLUTION

RE: The ANNUAL SPECIAL EDUCATION REPORT on the PROVISION of SPECIAL EDUCATION PROGRAMS and SERVICES 2024-25.

The following motion **is pending** at the **June 10, 2025**, Regular Board Meeting.

Special Education Plan

That the Near North District School Board approve the updated Special Education Plan 2025-26 as presented to the Special Education Advisory Committee on May 22, 2025.

Moved by: TBD

Seconded by: TBD

Date: June 10, 2025

CARRIED **(pending)**

THE BOARD'S CONSULTATION PROCESS

In developing and modifying its Special Education Plan, the Near North District School Board takes into consideration issues and feedback from members of the community such as parents, members of school councils and community organizations. This public consultation takes place with the assistance of the board's Special Education Advisory Committee (SEAC).

Involvement of SEAC

- In accordance with Regulation 464/97 made under the Education Act, SEAC is involved in the annual review of the board's Special Education Plan. The board ensures SEAC'S involvement through implementation of Governance Process Policy GP 8.1.
- Review of Special Education Board Plan is based on feedback from SEAC throughout the year.
- The Special Education Plan is presented to the board for approval May/June.
- Budget presentations and discussions with manager of finance re: special education funding and expenditures are on-going throughout the year.

Majority or Minority Reports

To date no majority or minority reports concerning the board's approved plan have been received from SEAC members.

Consultation with Community and Parents

- SEAC website available as of November 2002 for communication between public and SEAC.
- Copy of the current Special Education Plan and the Ministry Standards for Special Education Plans are available on the board website <http://www.nearnorthschools.ca> under Programs / Special Education.

Recommendations from Review/Audit of Special Education Programs and Service

- Continue providing support for implementing Collaborative and Pro-Active Solutions.
- Continue to develop One Page Profiles to support transition planning.
- Continue to involve principals in system Special Education activities.
- Continue to review and revise incremental expenditures related to special education.
- Continue to refine EA deployment to ensure flexibility and responsiveness to student need.
- Maintain the cadre of Regional Flex Educational Assistants.
- Continue exploring organizational opportunities to address geographical constraints.
- Continue exploring opportunities for cross and intradepartmental collaboration.

GENERAL MODEL for SPECIAL EDUCATION

The Board's Special Education Plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the Act.

Philosophy and Service-Delivery Model

- **Mission Statement:** To educate learners to their fullest potential in preparation for life-long learning.
- **Philosophy:** The Near North District School Board believes that all students have the potential to learn and that all students should progress to the best of their ability.

Every effort is made to address the needs of students in a regular classroom in their community school. Some students will need a variety of program modifications and accommodations to their educational program. Other students may require more specialized educational programs and services in order to assist them to reach their full potential.

The Near North District School Board is committed to a philosophy of integration while providing a range of options to meet the needs of exceptional students.

ROLES and RESPONSIBILITIES

Descriptions

The Ministry of Education

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of School Boards regarding the provision of special education programs and services and prescribes the categories and definitions of exceptionality.
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils.
- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants.
- Requires school boards to report on their expenditures for special education.
- Sets province-wide standards for curriculum and reporting of achievement. Requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry.
- Requires school boards to establish Special Education Advisory Committees (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 District School Board

- 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.
- 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 IPRCs 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 School Principal

- Carries out duties as outlined in the Education Act, Regulations, and Policy/Program Memoranda, and through board policies.
- Communicates Ministry of Education and school board expectations to staff.
- Ensures that appropriately qualified staff is assigned to teach special education classes.
- Communicates board policies and procedures about special education to staff, students and parents.
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, Regulations and board policies.
- Consults with parents and with school board staff to determine the most appropriate program for exceptional pupils.
- Ensures the development, implementation and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements.
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP.
- Ensures 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.

The Teacher

- Carries out duties as outlined in the Education Act, Regulations, and Policy/Program Memoranda.
- Follows board policies and procedures regarding special education.
- Maintains up-to-date knowledge of special education practices.
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil.
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP.
- Communicates the student's progress to parents.
- Works with other school board staff to review and update the student's IEP.

The Special Education Teacher

(In addition to the responsibilities listed above under 'The Teacher'.)

- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Provides instruction for identified students in special education classes.
- Monitors the student's progress with reference to the IEP and modifies the program as necessary.
- Assists in providing educational assessments for exceptional pupils.

The Differentiated Learning Resource Teacher (DLRT)

- Carries out duties outlined in the Education Act, Regulations and Policy Program Memoranda.
- Follows board policies and procedures regarding special education.
- Holds qualifications to teach special education.
- Provides resources, support and coaching to teachers based on *Learning for All* strategies.
- Provides instruction for identified and/or non-identified students in an integrated or withdrawal setting.
- Provides educational assessments for students at the school level
- Completes referrals and follow-up for further assessments and applications for outside services and equipment.
- Coordinates the collaborative development and implementation of the Individual Education Plan (IEP).
- Assists in communicating the student's progress to parents.
- Coordinates the IPRC process at the school level.
- Coordinates the in-school team meetings regarding students with needs.

The Teacher of a Special Education Class

(In addition to the responsibilities listed above under 'The Special Education Teacher'.)

- Carries out duties as outlined in the Education Act, Regulations and Policy Program Memoranda.
- Follows board policies and procedures regarding special education.
- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Coordinates the collaborative development and implementation of the individual education plan for students within the program.
- Plans alternative programs for students based on their individual needs.
- Plans and monitors educational assistants in implementing programs, behaviour and safety plans.
- Coordinates services with community agencies.
- Facilitates transition planning and documentation, including liaising with community workplace locations for students in their transition years where necessary.

The Specialist Teacher

(In addition to the responsibilities listed above under 'The Teacher'.)

- Holds specialist qualifications related to deaf, blind or deaf-blind.
- Coordinates the development of IEPs for the above students.
- Provides programming for integrated deaf, blind or deaf-blind students in their home schools.
- Develops and provides learning materials for the above students.
- Facilitates acquisition and maintenance of specialized equipment.

- Provides consultation and educational assistance/intervention training at the school level including providing in-service for teachers.
- Collaborates with school teams and community partners.
- Serves as a liaison with provincial school.

The Parent/Guardian

- Becomes familiar with and informed about board policies and procedures in areas that affect the child.
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities.
- Participates in the development of the IEP.
- Becomes acquainted with the school staff working with the student.
- Supports the student at home.
- Works with the school principal and teachers to solve problems.
- Is responsible for the student's attendance at school.

The Student

- Complies with the requirements as outlined in the Education Act, Regulations and Policy/Program Memoranda.
- Complies with board policies and procedures.
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

The Educational Assistant

The educational assistant and teacher work together as a team. The teacher is responsible for planning the education program for all students in the class. The EA is assigned to help meet the needs of designated exceptional students within the school. The educational assistant's duties will vary depending on the type of classroom and student needs. They may include:

- Assisting special needs students, such as those with intellectual or physical disabilities, with mobility, communication and/or personal hygiene, under supervision of the classroom teacher.
- Assisting the preparation, implementation and supervision of programs planned by the teacher and/or special education teacher.
- Reinforcing behavioural skills: providing immediate reward for meeting expected behaviour and maintaining continuity of expectations when the teacher is otherwise occupied.
- Translating teacher's instructions or student responses into or from Braille, Bliss, sign language and/or augmentative communication.
- Maintaining appropriate record keeping as outlined by the teacher.
- Providing specific care services which may include direct assistance in toileting, including changing diapers, feeding, lifting or positioning students into specialized equipment, suction, tube feeding, catheterization, assisting in grooming and hygiene,

as well as implementing therapy and programs under the guidance of trained personnel.

- Provides speech/articulation intervention under the direction of the communicative disorder's assistant or speech-language pathologist.
- Performing duties as outlined in the Administrative Guidelines, Administration of Medication and Anaphylaxis and School Protocols.
- Meeting the students at the bus or taxi and helping them off or on.
- Monitoring students during a break or noon hour in play or work areas; and/or
- Working collaboratively as a member of the educational team in the classroom and school.

The Psychologist / Psychoeducational Consultant

- Provides assessments for referred pupils.
- Provides consultative services to teachers, resource staff, principals and parents regarding pupils with learning social, emotional or developmental problems.
- Provides information and recommendations regarding the pupil's cognitive profile, learning style, social, emotional and general developmental needs to parents and professionals.
- Provides supervision for board psychometrists. (Psychologist only).
- Participates in case conferences and parent interviews.
- Acts as liaison with outside agencies as required.
- Serves on committees at the board, central or area level.
- Provides in-service in an area of expertise particularly in child development, cognitive psychology social and emotional development, specific learning disabilities, and referral and assessment procedures.
- Performs other duties within the boundaries of the above role definition as requested by the principal of special education or the superintendent of schools and program.

The Speech Language Pathologist

- Provides assessment and treatment of students with communication disorders which may include articulation delay and disorder, language delay and disorder, hearing impairment, stuttering, voice disorder and global communication delay.
- Maintains records of intervention and supervision.
- Supervises communicative disorders assistants/ resource persons in the delivery of programs.
- Consults collaboratively with school teams and parents through team meetings.
- Facilitates referrals to community agencies where required.
- Collaborates with community partners through case conferences.
- Facilitates decision-making regarding augmentative communication devices.
- Provides speech-language intervention suggestions to teachers and educational assistants for students during non-intervention blocks as requested.

The Communicative Disorders Assistant

- Provides speech/language intervention for school-age children as directed by the speech language pathologist and special education coordinator.
- Collaborates with the SLP regarding the child's progress, readiness for discharge and required follow-up.
- Maintains records of intervention.
- Works collaboratively with parents, partner agencies and other community services as required.
- Participates in team conferences as required.
- Assists in the provision of communication programs aimed at the early identification and prevention of speech and language disorders.
- Provides feedback/suggestions to teachers and educational assistants as requested.

Registered Behaviour Analyst

- Provide consultation to school teams on the implementation of individualized ABA interventions for students with special education and/or behavioural needs, with emphasis on students with autism spectrum disorder (ASD)
- Conduct and interpret behaviour analytic assessments (functional behavioural assessments, skill-based curriculum assessments), develop ABA intervention plans to target behaviour reduction and skill building, provide training and coaching to school staff on the implementation of recommended ABA strategies, and make recommendations for alternative programming/alternative IEP goals (in special education placements and in inclusive mainstream classrooms)
- Collect and interpret behaviour data; including consultation with school teams on data collection
- Support school teams in developing/updating NNDSB Behaviour Management Plans (BMPs) and Transition Plans
- Consult with staff on student transition planning
- Supervise the delivery of enhanced intervention supports, as delivered by Supervised Behaviour Assistants
- Collaborate with the Special Education Coordinator(s) and Non-registered BMS Consultant(s) to review/manage service referrals and complete the service intake process
- Provide Behaviour Management Systems (BMS) Training – providing modeling and staff coaching on the key principals and phases of BMS; delivering BMS Practitioner trainings with school board staff
- Develop and deliver professional development training for school board staff, supporting ongoing staff capacity building by providing trainings and resources
- Participate in the NNDSB Multi-disciplinary Team
- Work within interdisciplinary service teams; supporting service navigation and collaboration between school teams and community service providers
- Provide clinical supervision to Supervised Behaviour Assistants, aligned with the expectations outlined by the CPBAO Standards of Professional Conduct for Supervision

Supervised Behaviour Assistant

- Assist the Registered Behaviour Analyst with the completion of assessments, including data collection, functional behaviour assessments, and skill-based curriculum assessments
- Assist the Registered Behaviour Analyst with the development of ABA intervention plans to target behaviour reduction and skill building (including NNDSB Behaviour Management Plans)
- Implement ABA strategies to target behaviour reduction and skill building (direct service delivery) as per the strategies outlined by the Registered Behaviour Analyst in intervention plans and/or Behaviour Management Plans
- Provide modelling and coaching to school staff on the implementation of recommended ABA strategies (staff training) as per the strategies outlined by the Regulated Behaviour Analyst and in intervention plans and/or Behaviour Management Plans
- Support the school team with the development of resources (e.g., visual supports, communication supports, sample program materials, etc.) related to strategy and/or programming recommendations as per the strategies outlined by the Registered Behaviour Analyst and in intervention plans and/or Behaviour Management Plans
- Complete daily session notes; contributing to Behavioural Support Services reports
- Assist with the delivery of Professional Development trainings for school board staff
- Comply with the CPBAO Standards of Professional Conduct, including expectations for professionalism, confidentiality, and service delivery
- Receive direct clinical supervision from the Registered Behaviour Analyst, as per the expectations outlined by the CPBAO Standards of Professional Conduct for supervision

Non-registered Behaviour Management Systems (BMS) Consultant

- Provide direct observation and assessment of student in the educational setting
- Develop individualized program plans, preventative intervention plans and Behaviour Management Plans
- Assist school staff with the implementation and development of the Behaviour Management Plan and any classroom strategies through modelling and coaching
- Provide consultation, recommendations and ongoing support for individualized plans
- Support the management and maintenance of referrals and collaborate on delivery models
- Participate in consultation and intake meetings with school teams
- Participate in service coordination, attend meetings and liaise with community organizations
- Assist school staff with the development and implementation of Safety Plans

- Develop and maintain written reports regarding plan implementation and student progress
- Provide Behaviour Management Systems (BMS) Training – providing modeling and staff coaching on the key principles and phases of BMS; delivering BMS Practitioner trainings with school board staff
- Develop and deliver professional development training for school board staff; supporting ongoing staff capacity building by providing trainings and resources
- Work in collaboration with Non-supervised BMS Coaches
- Must have a valid driver's license and reliable access to a vehicle (regional travel required)

Non-supervised Behaviour Management Systems (BMS) Coach

- Assist with conducting educational assessments, including skill assessments
- Assist with the development of Behaviour Management Plans and skill development programs
- Implementing classroom strategies, including antecedent-based strategies and strategies outlined in Behaviour Management Plans and skill development programs
- Responsible for data collection, graphing and progress notes
- Providing direct coaching/modelling of behavioural strategies with in-school teams, including teachers and educational assistants
- Work in collaboration with Non-registered BMS Consultants

The Coordinator of Special Education

- Coordinates the implementation of all board policy, Administrative Guidelines and Practices that comply with the Education Act, Regulations and Policy, Program Memoranda regarding special education.
- Coordinates the implementation at the board level of all Ministry initiatives and directives, including funding, IEP Standards and Special Education Plan Standards.
- Coordinates development and review of programs and services for exceptional students JK - 12.
- Assists principals in addressing special education issues.
- Collaborates with principals and school teams in addressing the needs of students.
- Assists in the allocation of educational assistants.
- Coordinates IPRC process at the system level and attends IPRC meetings for system classes.
- Acts as a liaison with community partners, including agencies, post-secondary institutions, provincial schools and the Ministry of Education in matters related to special education.
- Coordinates professional development and in-service for staff.
- Develops publications related to special education, including the Special Education Handbook and Special Education Parent Guide.
- Acts as an administrative resource for SEAC.

- Performs other duties as assigned by the principal of special education or superintendent of schools and program.

The Principal of Special Education

- Supervises the implementation of ministry and board initiatives and directives related to special education.
- Supervises all central special education staff.
- Supervises the allocation and hiring of all special education staff.
- Conducts performance appraisals for all special education staff.
- Communicates with school principals regarding the implementation of board and ministry policy and regulations.
- Develops partnerships between the board and community agencies.
- Coordinates special education in-service/professional development for all special education staff.
- Supervises publications related to special education
- Acts as administrative resource on SEAC.
- Assists with the development of and manage central special education budgets.
- Supervises applications for Ministry of Education funding.
- Conducts special education program reviews when required.
- Supervises preparation of identified students for EQAO (secondary and elementary).
- Assist school effectiveness framework lead in all district reviews.
- Participate as a member of the board's team for EA/PSSP negotiations and pay equity.
- Collaborates with the principal of program to ensure on-going alignment of data, program and resources.
- Implements other tasks as requested by the superintendent of program.

EARLY IDENTIFICATION PROCEDURES

The Near North District School Board has early identification procedures and intervention strategies which identify each child's developmental abilities and supports educators in designing educational and social programs that are accommodated for students' needs and supports each child's growth and development.

Guiding Principles for Early Identification of Children's Learning Needs

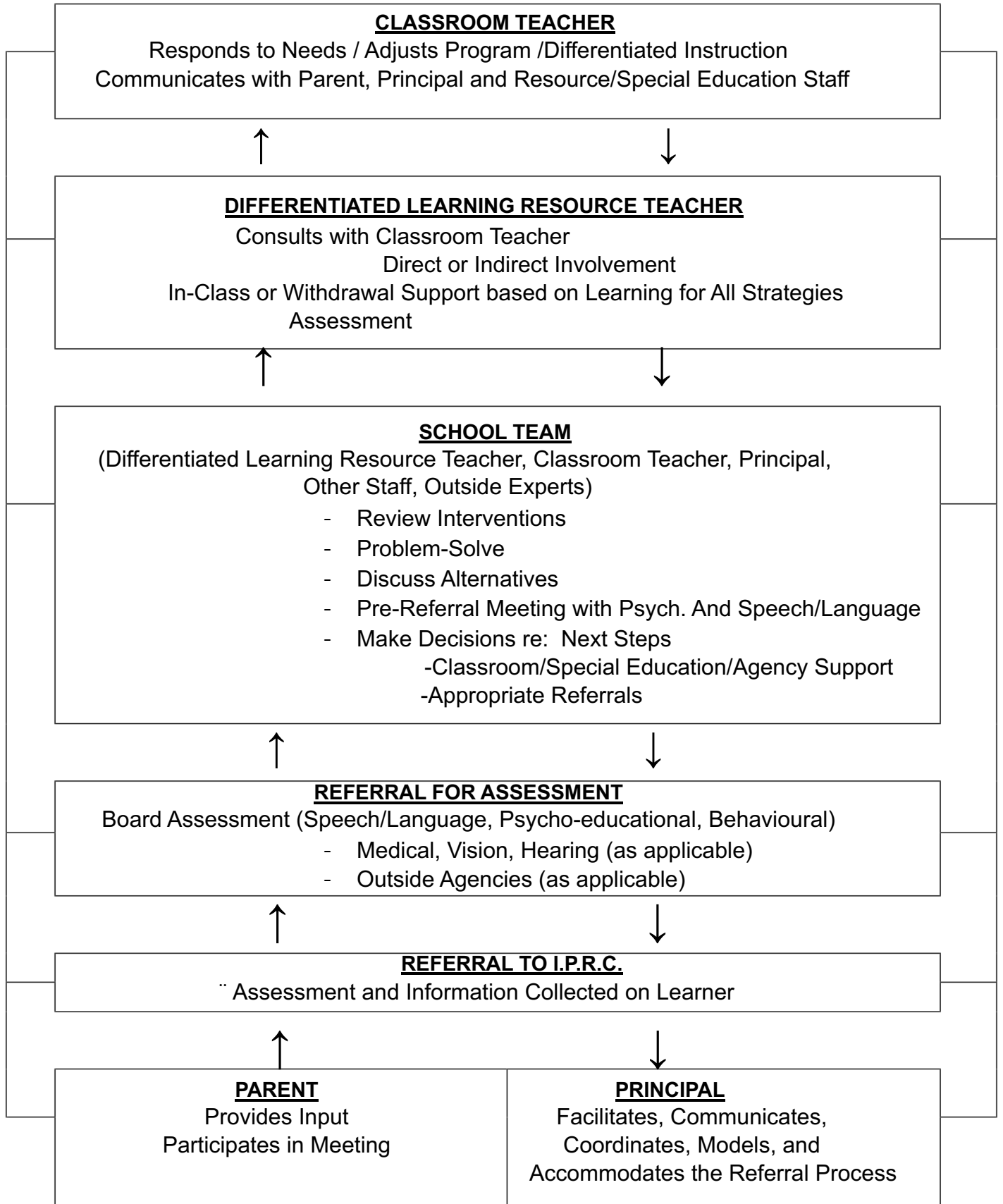
- The Board's Ends Policy E-4 was revised in April 2003 and states: "Students with special physical, cognitive, social or cultural needs achieve their personal potential" is further interpreted to include, but not limited to, an increased percentage of "identified" special education students achieve their annual learning expectation goals as outlined in their individual education plan (IEP)."
- Early identification is critical in determining children's strengths and learning needs as well as in fostering emotional, cognitive, language, social and physical development.
- Early identification procedures and interventions are part of a continuous and ongoing assessment and programming process.
- Early identification assists children in becoming successful in the early years of schooling and in developing skills for life-long learning.
- Early identification involves the participation of parents, educators and community partners.

Procedures are "part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school ... and should continue throughout a child's school life". (Policy/Program Memorandum No. 11)

Role of Parent and Teacher

- Parents are encouraged to connect with their child's future school principal in January of the year prior to school entry to receive school entry information and registration packages. Parent/Guardian input is an essential first stage in early identification.
- In the spring, "Journey into Learning" includes a series of learning activities. Parents complete an early identification checklist regarding speech, language, hearing and vision including the Nipissing Development Screening.
- In September of Junior Kindergarten, students are invited to meet the teacher and/or Early Childhood Educator and see the classroom prior to school entry. Registration forms are reviewed or completed for those who haven't pre-registered. For students already identified as having special needs, arrangements are made for services to be continued / provided by the appropriate local agencies and program modifications are planned.
- Early screening measures may be used for Junior Kindergarten students. Parents of students experiencing difficulties are provided with information and assistance in making referrals to community agencies. An on-line referral database is provided to facilitate this next step for parents and teachers. Communication between teachers and parents at this stage is vital.

SPECIAL EDUCATION INTERVENTION PROCESS



INTERVENTION PROCESS – KEY PRINCIPLES

- The process is dynamic and on-going, building on interventions and expertise at each level. It recognizes the value of collaboration and problem solving.
- Most children will be integrated / educated in the regular classroom.
- Interventions will be based on the beliefs and strategies outlined in *Learning for All*.
- It is expected that all identified students will have accommodations made to meet their needs and in some cases their programs will be modified.
- Teachers have the ability to problem-solve collaboratively around most classroom issues.
- On-going professional development is required for all staff.
- Parental involvement is crucial if interventions are to be successful; therefore, they must be included from the beginning of the process.
- Classroom Teachers and Differentiated Learning Resource Teachers are the integral members of the process and therefore require time, resources, in-service and administrative support.
- The school team provides support and expertise around decisions for next steps.
- The Pre-referral Meeting is essential to review interventions to date and make recommendations about strategies, programming and future action plans.
- The student may be referred to an IPRC for formal identification. A copy of the Parent Guide is provided for information and discussion prior to the IPRC meeting.

Screening, Assessment, Referral and Identification

- School-based problem-solving occurs on a continuous basis. Intervention focuses on the student and the degree of support increases throughout the levels. Parent involvement is maintained throughout the process. Principles of on-going assessment, collaborative problem-solving, school teams and modifications underlie the levels of intervention as described in the preceding chart, Special Education Intervention Process.

Parental Notification

- Communication between school and home is vital.
- Early screening measures results inform parent of areas of difficulty.
- Initial concerns are shared with parents early in the year during observation visits, by phone, notes home, Summary of Progress Report Cards, for SK/Year Two students, and during parent/educator conferences.

Referral Procedures for Assessments

- Classroom teachers assess children through the observation, review of pedagogical documentation and collection of evidence of learning.
- Differentiated learning resource teachers (DLRTs) provide educational assessments. Parental consent is required in writing for testing by a psychologist, psychological associate, psycho-educational consultant or speech-language pathologist. A package is sent home asking for permission for further testing. Included in the package is a section for parents to complete concerning the child's developmental, medical and health history. When the package is completed and returned to the DLRT, the teacher refers the student to Student Services.

Parental Notification of IPRC Referral

- As articulated in the Special Education Intervention Process, parents are involved through communication with the school and participation in meetings or case conferences at every level of intervention from classroom teacher, differentiated learning resource teacher, school team, referral for assessment to referral to IPRC.

Parental Notification of Special Education Programming

- Communication from the school regarding recommending students for any resource withdrawal programs is articulated to parents in a letter from the school and/or a phone call.

Types of Assessment Tools / Strategies

Educational Assessment

- Educational assessments, psycho-educational assessments and other assessments used to gather appropriate information are explained in the Special Education Handbook as follows:
- Assessment is a process for gathering information to meet a variety of evaluation needs. It is ongoing, cumulative, uses open-ended formats, draws upon a variety of settings and is teacher mediated. Assessment can also be formal and standardized when required for diagnostic purposes.
- It may lead to program modifications. Assessment can be conducted by various personnel in different settings. Parents and students can play a critical role in contributing relevant information to the process. Assessment should be authentic, that is, it should address the questions, “What do we need to know? How often? To what end?”
- Assessment can include observations, interviews, performance samples, work products, portfolios, tests or test-like procedures. Assessment is conducted for instructional purposes primarily to determine what skills, knowledge and behaviours have been learned and what gaps exist. Data is gathered by examining the student’s performance. The program accommodations and modifications change as a result of that information.
- Differentiated Learning Resource Teachers have a variety of tools for standardized achievement information. Most often this would include the battery of tests contained in the Wechsler Individual Achievement Test (WIAT-IV).

Note:

- Prior to referral for a psycho-educational/psychological assessment, achievement in the area of language and math must be addressed using one of the individual measures listed above.
- No parental permission is required for achievement testing.
- Any cognitive assessment (including the Peabody Picture Vocabulary Test) requires parental permission.

Psychoeducational/Psychological Assessment

The purpose of psycho-educational/psychological assessment is to provide schools and parents with information related to a student's learning needs which will compliment and enhance information already provided through the school team.

Referrals for psycho-educational/psychological assessment should only occur after the school has fully utilized its resources. Meetings with the school team and the pre-referral team use a problem-solving format to address the learner's concerns and to suggest interventions at the school level. Personnel working with learners need to reflect on what they expect to get from the assessment and what it will serve to do for the student.

Note:

- Referral forms are completed for psycho-educational/psychological assessments.
- Both school and parent forms must be completed and signed before forwarding to Student Services.

Other Assessments

Referrals for other board level assessments, including speech and language and behavioural, should be made by completing the appropriate referral form and forwarding to Student Services.

Note:

- Consent by parents is included on each of the assessment forms.
- Where information is being exchanged between the board and community agencies or organizations, a consent form is required.

The early intervention strategies to support students prior to an IPRC include:

- Early identification and referral for appropriate support from partner agencies.
- Early Reading Screening and Core Phonics Diagnostic Survey administered to identify student needs.

Early intervention of:

- Child development counsellors for social/emotional/behavioural support.
- Speech-language pathologists and communicative disorders assistants for speech-language therapy.
- Differentiated Learning Resource Teachers for academic support.
- Specialist Teachers for specialized support.

Selection of the strategies, resources and supports are based on individual student needs and are founded on the philosophy of ***Learning for All***.

THE IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (IPRC)

Description of Process

- The board's IPRC process is defined in the Near North District School Board's Special Education Handbook under the following headings: Referrals, Composition of IPRC's and Conducting an IPRC Meeting as follows:
- Referrals – In accordance with the Act, the Minister of Education has issued Ontario Regulation 181/98, Special Education Identification and Placement of Exceptional Pupils. It describes the composition and responsibilities of IPRCs, but the detailed procedures to be followed by the committees in carrying out their duties are left in the hand of local boards of education

The process of referral to an IPRC in the Near North District School Board includes different levels of interventions. Referrals to a committee are made by the school principal, as part of and in consultation with a multi-disciplinary team. It should be noted that not all learning problems require a formal identification of placement.

IPRC recommendations which would encumber the board for expenditures beyond existing programs and services may not be made without prior approval. When recommendations of this nature are being considered, the IPRC chair must consult with the board through its coordinator of special education. Ideally, such consultation should precede the formal IPRC process.

A Parent's Guide is available to be used in conjunction with the IPRC. Principals must ensure that parents receive a copy of the guide prior to the meeting.

It should be noted that not all learning problems involve exceptional pupils. Many problems can be resolved at the school level by teachers, parents and the same principal working collaboratively to meet the needs of the student. The same spirit of collaboration is fundamental to the success of formal IPRC proceedings.

The Near North District School Board has located IPRCs in all of its schools.

Each of these IPRCs have jurisdiction of placement of exceptional students in classes and programs within that particular school.

Composition of IPRCs - Legislation states that in no case may the number of members of an IPRC meeting be less than three. Trustees are not eligible to be appointed as a member of the committee.

In the Near North District School Board, the committee is composed of:

- The principal of the school who chairs the meeting.
- A staff member (most often the DLRT).

- One (or more) additional members appointed by the chair. Eligible parties might include other staff members, principals or teachers from transitioning schools, or professional support staff from the board.

Where an IPRC is convened to consider placement in a regional specialized class, the coordinator of special education is to be involved prior to the IPRC.

For students in transition, the two schools involved will coordinate the IPRC.

The principal of a school is a permanent member and chair of that school's IPRC. Composition of the remaining portion of the IPRC is by legislation quite flexible and will vary according to the needs of the student under consideration, changes in staff, and availability of personnel.

Consideration should be given to having one member (i.e. differentiated learning resource teacher) appointed for the school year to assist the chair with the functioning of the committee. The third position might be rotated more frequently to help raise the level of awareness of staff in general to the workings of this legislation.

Conducting an IPRC Meeting

- **Identification**

Those in attendance at an IPRC meeting are the members of the committee and those persons specifically invited to attend by the chair. It should be noted that parents must receive an invitation to an IPRC meeting for identification and placement and have the right to have one representative present. Parental input is encouraged throughout the process.

New identification meetings will occur throughout the year following the Special Education Intervention Process (see Section 4). After the school team has met and appropriate documentation is in place, following consultation with the parent, an IPRC is scheduled.

- **Reviews**

All students identified as exceptional are reviewed annually. Students are generally reviewed at the school in which they are currently enrolled. This should take place throughout the school year. However, students requiring changes in placement (i.e. junior to intermediate, intermediate to secondary, or referral to regional specialized classes) would be referred to the appropriate IPRC for reviews in April or May.

- In addition to the above an IPRC process checklist for both new identifications and review meetings is available for teachers and principals.
- IPRC documentation forms are available for easy access at the board's website.

Statistics

- IPRC statistics based on board data up to and including May 13, 2025, for the previous school year are as follows: Total of IPRC new referrals is 91; total number of reviews is 322; and total number of appeals is 0.

Parent Guide

- A copy of the board's Special Education Parent Guide is given to the parent of any student being considered for an IPRC. The Parent Guide is also available on the board's website.

EDUCATIONAL and OTHER ASSESSMENTS

Types of Assessments

- Special education teachers have a variety of tools for standardized achievement information. In most cases NNDSB DLRTs use the Wechsler Individual Achievement Test (WIAT-IV). Other standardized measures include the Woodcock-Johnson Test of Achievement (WJ-III/NU). In order to conduct these assessments special education teachers must have special education qualifications, a minimum of Special Education – Part I and preferably Special Education – Part II and be trained by NNDSB Lead Psychologist.
- Psycho-educational/psychological assessments are performed by psychoeducational consultants or psychologists with a minimum of a Masters Degree in Psychology and appropriate clinical supervision. Only psychologists registered with the College of Psychologists can communicate a diagnosis as per the Regulated Health Professions Act.
- Speech-language assessments are performed by speech-language pathologists who have a minimum of a Masters Degree in speech-language pathology and are registered with the College of Audiologists and Speech-Language Pathologists of Ontario.
- Sometimes information must be shared with outside agencies not authorized through the Education Act. Consent is obtained from the parent (or pupil if 18 years of age or older) to receive this information.

Waiting Times for Assessments

- Educational, psycho-educational/psychological and/or speech-language assessment waitlists may be as long as one year or more, depending on the time of year, volume of referrals and availability of staff. The criteria for managing waitlists are chronology combined with severity of need. Differences exist between board and community services waitlists.

Parental Consent

- Parental consent is required for any tests of ability.
- Both parents and school complete a referral form to access student services for either a psycho-educational/psychological or speech-language assessment.

Sharing of Results

- As described in the Levels of Intervention Model, parents are involved throughout the process.
- Copies of reports are given to parents. It is important that parents receive copies of relevant reports prior to an IPRC.
- Results of assessments are communicated to parents most often at a case conference. At the parent's request, results may be communicated via phone or in a one-on-one meeting.
- Reports are written by student services staff containing a summary of findings as a result of the assessment(s) and programming recommendations. A confidential copy of the report is filed in the student's OSR file.

Information Sharing

- School staff (e.g. classroom teacher, differentiated learning resource teacher and/or EA) who are directly involved with programming for the student are invited to the case conference (and may view the report that is filed in the OSR).
- Outside agencies are invited to the case conference with parental permission.

Privacy of Information

- A confidential copy of the assessment report is filed in the OSR documentation file, and the original is filed in the student services central student files.
- Before any information is shared with outside agencies a *Consent for Exchange of Information Form* is signed by the parent.

SPECIALIZED HEALTH SUPPORT SERVICES in SCHOOL SETTINGS

Plan for Specialized Health Support Services

- See the chart on page 25.
- The in-school team determines the need for these services in collaboration with parents as described in the flow chart “Special Education Intervention Process” found on page 15 of this document.

Plan for Specialized Health Support Services

Specialized Health Support Service	Agency/Position of Person who Performs Service (CCAC, Board Staff, Parent, Student)	Eligibility Criteria for Students to Receive Service	Position of Person who Determines Eligibility and Level of Support	Criteria for Determining when Service is No Longer Required	Procedures for Resolving Disputes re Eligibility and Level of Support (if available)
Nursing (Including deep suctioning, sterile catheterization and tube feeding)	Ontario Health at Home Contracts through Provider Agency	Health or Medical Need	Ontario Health at Home - Case Manager	Student no longer needs service	Ontario Health at Home Appeal Process - Internal, Formal, and Provincial (Bill 173)
Occupational Therapy	Ontario Health at Home	Needs relate to ability to benefit from attending school	Ontario Health at Home – Case Manager	Service safely performed by Board Staff	Appealable under Long Term Care Act
Physiotherapy	Ontario Health at Home		Ontario Health at Home – Case Manager	Parent refuses to give consent	As Above
Nutrition	Ontario Health at Home	Nutritional need with physically disabled or special needs child requiring nutritional services	Ontario Health at Home – Case Manager	As Above	As Above

Speech/Language Therapy and Speech Correction/Remediation	Ontario Health at Home, One Kid's Place, Board SLPs and CDAs	Speech or Language Need	SLP	As Above	N/A
Administering Prescribed Medications	Board Staff - Principals Teachers, EA's	Medical Form as per Administrative Guideline	Doctor	Determined by Doctor	Discussions during IPRC Reviews
Clean intermittent catheterization/ Shallow Suctioning/Lifting and Positioning Assistance with Mobility, Feeding, and Toileting	Board Staff – EAs in conjunction with training by Ontario Health at Home	Medical or Physical Need	These decisions are made collaboratively with input from the Doctor, Ontario Health at Home Staff and Board Staff as per PPM 81	Student no longer needs service or the parent refuses to give consent	Discussions during IPRC reviews

*The frequency and level of support is contingent on the agency providing the service.

MINISTRY of EDUCATION - CATEGORIES and DEFINITIONS

Note:

- Categories of exceptionalities and definitions were revised by the Ministry of Education, January 15, 1999.
- Only the 'Definition Section' is to be included on an IPRC Statement of Decision.
- The additional 'Characteristics' and 'Identification' Sections included here are for the purpose of assisting schools within the Board with the identification process.
- As per ONSIS Definition of Special Education Terms; June 12, 2009. • PPM 8 Re: Learning Disabilities – Revised August 2014

BEHAVIOURAL

DEFINITION:

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

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

CHARACTERISTICS:

In addition to the above, these students often manifest the following characteristics:

- Low self-esteem.
- Regularly breaks social or cultural norms that are usually well established for the age level.
- Deviates in a significant manner from the behaviour that is normally expected in the situation.

IDENTIFICATION:

Students in this category display inappropriate behavioural, social and/or emotional responses that are of such severity in terms of frequency, intensity, or duration that the student's educational performance and/or the learning of other students is adversely affected. These responses will be observed in more than one setting.

A student identified with severe behavioural problems and impulse control requires almost constant supervision in some settings in order to maintain safety of the student and others. This student could engage in life-threatening behaviour if left unsupervised.

Behavioural documentation (e.g. assessments, checklists, reports) by medical, student services (i.e. Psychologist) or qualified community agency personnel (i.e. Behaviour Therapist) **is appropriate documentation.**

Note: A **diagnosis** can only be made by a regulated, qualified professional (i.e. physician, psychologist, psychological associate or psychiatrist). ODD, OCD, bipolar, depression, affective disorder, Disruptive Mood Dysregulation Disorder, Intermittent Explosive Disorder and ADHD are not sufficient to identify.

COMMUNICATIONAL AUTISM

DEFINITION:

A severe learning disorder 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.

CHARACTERISTICS:

- Persistent deficits in social communication and social interaction, such as: deficits in social—emotional reciprocity, nonverbal communication, and developing, maintaining, and understanding relationships.
- Restricted, repetitive patterns of behaviour, interests, or activities, such as: stereotyped or repetitive movements, difficulties with changes in routines, highly restricted interests, hyper or hypo-reactivity to sensory input.

IDENTIFICATION:

A student identified in this category has a clearly documented diagnosis of autism spectrum disorder (ASD) by a regulated, qualified professional (i.e., physician, psychologist, or psychiatrist).

DEAF and HARD-of-HEARING

DEFINITION:

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

CHARACTERISTICS:

- Significant gaps in written or spoken language.
- On-going speech or language difficulties.
- Moderate to profound hearing loss.
- Student is unable to access the curriculum without major or significant intervention by a specialist teacher of the deaf.
- Significant accommodation must be made to address the linguistic skills.
- May have received a Cochlear implant.

IDENTIFICATION:

A student identified in this category is a deaf or hard-of-hearing student with an educationally significant hearing loss whether bilateral or unilateral, conductive or sensori-neural and who require amplification or specialized communication supports. A diagnosis by a regulated, qualified professional (Physician and/or Audiologist) is required. A Specialist Teacher of the deaf and hard-of-hearing or consultative staff from a Provincial School for the Deaf can assist with the interpretation of documentation.

SPEECH IMPAIRMENT

DEFINITION:

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

IDENTIFICATION:

A student identified in this category displays severe to profound speech disorders as assessed by a regulated, qualified professional (i.e. speech-language pathologist or physician).

LANGUAGE IMPAIRMENT

DEFINITION:

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 communications; and
- b. Include one or more of the following:
 - language delay
 - dysfluency
 - voice and articulation development, which may or may not be organically or functionally based

CHARACTERISTICS:

- Significant difficulty in they acquisition and use of language
- Expressive language and receptive language difficulties may differ in severity
- May affect student's vocabulary, grammar, capacity for discourse, sentence structure, word-finding, understanding or synonyms, ability to follow instructions, ability to provide adequate information, and ability to use language to reason and problem solve
- Language impairment is not due to general intellectual disability

IDENTIFICATION:

A student identified in these categories displays moderate to severe to language impairment. Language impairment can be assessed and identified by a Speech/Language Pathologist or Psycho-educational Consultant. A diagnosis of Language Disorder or Communication Disorder can be made by a psychologist.

LEARNING DISABILITY

DEFINITION:

The Ministry of Education defines learning disability as 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 thought 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.

IDENTIFICATION:

Psycho-educational Consultants, Psychological Associates, and Psychologists are the qualified professionals able to provide valid documentation for identification. Documentation must include an assessment of cognitive ability and processing and academic achievement. However, identification is based on the professional's synthesis of the student's history (developmental, medical, family and educational), school reports, response to intervention,

and psycho-educational assessment. A Psychological Associate or Psychologist can diagnose a Learning Disability, though diagnosis is not necessary for identification.

INTELLECTUAL

GIFTEDNESS

DEFINITION:

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

CHARACTERISTIC:

Demonstrates a significantly advanced level of general and/or specific intellectual ability, as assessed by a variety of means, which include cognitive testing, evaluation of academic performance, and input from parents and teachers.

IDENTIFICATION:

Students in this category demonstrate significantly advanced levels of intellectual ability as measured by a cognitive assessment conducted by a Psychoeducational Consultant, Psychological Associate or Psychologist.

MILD INTELLECTUAL DISABILITY

DEFINITION:

A learning disorder characterized by:

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

CHARACTERISTICS:

- A moderate level of general intellectual disability.
- Difficulty with impulse control.
- Limited means of communication.
- Difficulty with some independent living skills.
- Unable to meet many provincial curriculum expectations at any grade level.
- Some difficulty with social interaction skills.

IDENTIFICATION:

A student identified in this category has a mild intellectual disability with commensurate delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment, independent living, and economic self-support, in addition to the acquisition of academic skills. This identification is usually reserved for students who demonstrate globally low functioning. Levels of adaptive competency and academic performance must also be taken into consideration.

A Psychologist, Psychological Associate or Psycho-educational Consultant can administer a test of cognitive ability. Documentation must include an assessment of cognitive ability and adaptive functioning.

DEVELOPMENTAL DISABILITY

DEFINITION:

A severe learning disorder characterized by:

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

CHARACTERISTICS:

- A moderate to profound level of general intellectual disability.
- Unable to attain most or all provincial curriculum expectations at any level.
- Working exclusively on I.E.P. goals / expectations.
- Complex multiple needs.
- Moderate to profound level of impairment in adaptive functioning in the conceptual, social, or practical domains, requiring ongoing support.
- Severely limited means of communication.
- Extreme difficulty with social interactions and basic daily living skills.

IDENTIFICATION:

A student identified in this category has a moderate to profound level of intellectual and adaptive impairment, which indicates a need for a program that is focused on the student's social adjustment and independent living, in addition to the acquisition, where possible, of academic skills. This identification is usually reserved for students who demonstrate globally low functioning. Levels of adaptive competency and academic performance must also be taken into consideration.

A Physician, Psychologist, Psychological Associate or Psychoeducational Consultant can provide the documentation related to the developmental disability. For intellectually disabled young children entering Kindergarten, where adequate documentation is available, an identification is recommended. However, where documentation is lacking, it is in the best interests of the child to use the kindergarten years to gather documentation.

PHYSICAL DISABILITY

DEFINITION:

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

CHARACTERISTICS:

- A permanent or long-term physical or medical condition.
- Chronic health needs, including those assessed as medically fragile, who require a great deal of assistance with activities of daily living, and require on-going medical intervention.
- May require intermittent repositioning, changing, suctioning, drainage, or other support.

IDENTIFICATION:

A student identified in this category is a student with chronic health needs, assessed or diagnosed by a regulated, qualified professional (e.g. Physician, Occupational Therapist or Physiotherapist) with a clear statement and evidence to substantiate the disability.

BLIND and LOW VISION

DEFINITION:

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

CHARACTERISTIC:

Unable to access the curriculum without the intervention of a Specialist Teacher of the Blind

IDENTIFICATION:

A student identified in this category is assessed as being legally blind and for whom Braille is assessed or diagnosed to be potentially appropriate, by a Physician, Ophthalmologist or CNIB/Provincial School personnel. The Specialist Teacher of the Blind can assist in interpretation of documentation.

MULTIPLE EXCEPTIONALITIES

DEFINITION:

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

CHARACTERISTICS:

For characteristics of these students, refer to other categories of exceptionality.

IDENTIFICATION:

A student identified in this category of 'multiple exceptionalities may demonstrate any combination of exceptionalities that are of such a nature as to require a multi-faceted approach to meet the student's unique needs. Students identified as having 'multiple exceptionalities' should have each exceptionality included in the I.P.R.C. statement. (See individual exceptionalities for appropriate assessment personnel.)

In the event that the IPRC has identified more than one exceptionality but has not specified one of these as the main exceptionality, the first of the exceptionalities listed in the IPRC statement of decision should be coded as the main exceptionality. (Please note that this requirement, that a main exceptionality be specified, is for statistical reporting purposes only. It is not intended to limit IPRCs in their determination of exceptionalities or to limit school boards in their development of special education programs and services.)

SPECIAL EDUCATION PLACEMENTS PROVIDED by the BOARD

SEAC Involvement

- Current range of placements is reviewed by SEAC through the review of the Special Education Plan.
- Feedback is received from SEAC regarding range of placements.
- Where the range of placement changes throughout the year, SEAC is informed and given opportunity for input.
- Consideration is given to SEAC's feedback when special education placement options are determined in the Spring for the following September.
- Current annual process involves:
- Survey of schools to determine placements required based on IPRC reviews throughout the year and results are presented to SEAC.
- Superintendents, special education coordinators and principals meet to discuss number of special education regional classes required, and the results are reported to SEAC.
- Placement options are discussed with parents prior to an IPRC.

First Option

- Placement of a student in a regular class is the first option considered by an IPRC as stated in the Special Education Parent Guide.

Integration Strategies

- Students are grouped with age-appropriate peers.
- All students engage in the curriculum programming as they are able with differentiated instruction and universal design for learning
- Creation of student profiles form the basis for any necessary accommodations, modifications or alternate expectations required to achieve success.
- IEPs include integration strategies where applicable.
- Specialized equipment and technology is utilized to enable exceptional students to access learning.
- Support staff (e.g. educational assistants, central support staff) assists in integrating students with special needs in their home school setting.

Types of Placements

- Placement options at the elementary and secondary levels are included in the Special Education Parent Guide. They are regular class with indirect support, regular class with resource assistance, regular class with withdrawal assistance, and special education classes full-time or with partial integration.
- The following charts describe the range of placement options available for each category of exceptionality.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA for ADMISSION	ADMISSION PROCESS	CRITERIA for DETERMINING LEVEL of SUPPORT
Behavioural	Regular class with support (i.e. DLRT, EA, or access to Board Behaviour Team)	Behavioural concerns (at risk or identified) to such a marked degree that the safety of student and/or others is at risk	In-school Team Decision Referral to Coordinator for accessing the Behaviour Team	Determined by level of need and resources available
	Education Community Partnership Programs	At-risk and identified students who cannot attend regular classes because of their need for treatment	The Referral Package completed by the parent, school and the agencies involved. Day Treatment Admission Team Meeting.	Determined by level of need as described in the Individual Treatment Plan.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA for ADMISSION	ADMISSION PROCESS	CRITERIA for DETERMINING LEVEL of SUPPORT
Communicational <ul style="list-style-type: none"> Learning Disability 	-Regular Class with Support. (i.e. DLRT support in class and/or technology) -Regular class with resource Withdrawal.	-Identified LD with significant discrepancy between ability and achievement.	-School-based Resource Team or IPRC Decision -SEA technology equipment as per SEA Ministry Directives	-Determined by level of need as described in the IEP and the resources available as described in the School Plan.
Communicational <ul style="list-style-type: none"> Autism 	-Regular class with support (i.e. accommodations, program modifications and/ or access to an EA) -Regular class with Resource Withdrawal -Special education class (regional)	-Identified as having Autism in the moderate to severe range.	-Admission Team Meeting with the Coordinator, Principal and Teacher for consideration of Spec. Ed. class -IPRC Decision	-Determined by the level of need as described in the IEP.
Communicational <ul style="list-style-type: none"> Deaf and Hard-of-Hearing 	-Regular class with support of Specialist Teacher of the Deaf and/or EA for signing.	-Identification as deaf with significant bilateral hearing loss.	-IPRC Decision	-Determined by level of need as described in the IEP.
Communicational <ul style="list-style-type: none"> Speech or Language Impairment 	-Regular class with access to SLP with assistance from CDA if appropriate.	-Diagnosed with speech or language disorder	-Assessment by SLP -Referral for Services	-Determined by level of need as described in IEP. Availability of SLP / CDA services.
Intellectual <ul style="list-style-type: none"> Gifted 	-Regular class with program modifications and/or resource assistance or withdrawal (access to DLRT or reach-ahead programs).	-Identified as gifted or requiring enrichment based on rapid progress in learning and achievement.	-School-based Resource Team or IPRC Decision	-Determined by IEP. Determined by the resources available as described in the School Plan.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA for ADMISSION	ADMISSION PROCESS	CRITERIA for DETERMINING LEVEL of SUPPORT
Intellectual <ul style="list-style-type: none"> Mild Intellectual Disability 	-Regular class with support (DLRT). -Regular class with resource withdrawal.	-Identified as M.I.D. Identified as M.I.D.	-School-based resource team decision -IPRC	-Determined by level of need as described in the IEP and the resources available as described in the School Plan.
Intellectual <ul style="list-style-type: none"> Developmental Disability 	-Regular class with support (DLRT or EA as appropriate). -Regional Special Education Class.	-Identified as developmentally disabled -Identified as developmentally disabled	-School-based resource team decision -IPRC	-Determined by the level of need as described in the IEP. -Determined by the resources available. -Determined by the needs of students as described in their IEPs.
Physical	-Regular class with support (EA if necessary for support with daily living skills, non-verbal access to curriculum or if safety of student or others is at risk).	-Identified as physical exceptionality with a permanent or long-term physical or medical condition.	-School-based resource team decision	-Determined by the level of need as described in the IEP.
Physical <ul style="list-style-type: none"> Blind and Low Vision 	-Regular class with support of specialist teacher of the blind and/or EA if necessary.	-Identified as blind or low vision adversely affecting educational performance.	-School-based resource team decision	-Determined by the level of need as described in the IEP.
Multiple	-Regular class with support (EA or intervener). -Regional Special Education Class	-Identified as multiple with a combination of learning or other disorders, impairments or physical disabilities. -Identified as multiple with one exceptionality being a developmental disability.	-School-based resource team decision -Admission Team -IPRC	-Determined by the level of need as described in the IEP. -Determined by the composition of the class and the needs of students as described in their IEPs.

Special Education Class Size

Staffing for regional special education classes was reviewed, and an analysis was done of existing Ministry Guidelines regarding special education class sizes as outlined in Regulation 298, Section 30. Based on that analysis the following class sizes and staffing were established.

Special Education Classes – Intermediate/Secondary

Class Name	Location	Description	Recommended Class Size (FTE)
Personal Life Management Program - East (PLMP)	Almaguin Highlands	Multiple, Developmentally Disabled and/or Communication Autism	8-12
Senior Communication (SCC)	Chippewa	Communication: Autism	Up to 12
Senior Personal Life Management Program – West (PLMP)	Parry Sound High	Multiple, Developmentally Disabled and/or Communication Autism	8-12
Intermediate Personal Life Management Program – West (PLMP)	Parry Sound Intermediate	Multiple, Developmentally Disabled and/or Communication Autism	8-12
Intermediate Communication (ICC)	Chippewa	Communication: Autism	8-12
Senior PLMP North	West Ferris	Multiple, Developmentally Disabled and/or Communication Autism	8-12
Intermediate PLMP North	West Ferris	Multiple, Developmentally Disabled, MID and/or Communication Autism	8-12

Special Education Classes – Primary/Junior

Class Name	Location	Description	Recommended Class Size (FTE)
Learning Assistance Program – Elementary (LAP)	Silver Birches	Multiple exceptionalities, severe medically fragile Primary/Junior	6
Primary Communication Class (PCC)	Woodland	Communication: Autism Primary	8
Junior Communication Class (JCC)	Woodland	Communication: Autism Junior	8
Primary Developmental Disabilities Class (PDD)	Silver Birches	Developmental Disabilities Primary	8-10
Junior Developmental Disabilities Class (JDD)	Sunset Park	Developmental Disabilities Junior	8-10
Alternative Classroom for Exceptional Students (ACES)	Land of Lakes	Developmental Disabilities Primary/Junior	8-10
The Learning Centre – West (TLC)	Parry Sound Public	Developmental Disabilities Primary/Junior	8-10
Skills for Early Learning (SEL)	Woodland	Pre-school Skills Development	8

Criteria re Change of Placement

- IPRC review committee determines that current placement no longer meets student's needs.
- If needs cannot be met within board's range of placements, a meeting is convened with the parent, coordinator of special education and community resources involved to determine alternatives.
- Options are communicated to parents prior to the IPRC review meeting.

Alternatives beyond Board's Range of Placements

- Referral to provincial school (e.g. L.D., Blind, Deaf, Deafblind).
- Multi-disciplinary meetings with partnership agencies to determine alternate placement options.
- Purchase of service agreements with coterminous boards.
- Home instruction (e.g. medical).
- Options are communicated to parents through case conferences and team meetings at the school level involving parent, principal and resource teacher. coordinators of special education work with schools in developing and facilitating alternatives.

INDIVIDUAL EDUCATION PLANS (IEPs)

Implementing Ministry Standards

- The NNDSB considers developing and implementing exemplary IEPs essential to the educational success of all identified students.
- The Special Education Handbook has a section which focuses on the IEP: definition, development, planning checklist, questions and answers and linking the IEP with the provincial report card.
- The Special Education Parent Guide provides a definition, summary of key components and parent involvement.
- Internal audit process is in place.

Dispute Resolution

- The board has a four-step procedure for dispute resolution where parents and board staff disagree on significant aspects of the IEP:
 - Step 1: After collaborating, if parents and classroom teacher and/or resource teacher disagree on significant aspects of the IEP, further communication is required through phone calls, meeting or written communication.
 - Step 2: A meeting is convened at the school with parents, teachers and principal in an attempt to come to resolution.
 - Step 3: The school contacts the coordinator of special education and the coordinator makes suggestions to assist the school.
 - Step 4: A meeting is convened at the school with the superintendent to facilitate a resolution.

Copy of IEP Form

A copy of the Individual Education Plan follows.

Administrative Guideline

A copy of the Administrative Guideline on IEPs is located in Appendix C.

INDIVIDUAL EDUCATION PLAN

Near North District School Board

Reason for Development of IEP

- Student identified as exceptional by IPRC
- Student not formally identified but requires special education program/services including modified/alternative learning expectations and/or accommodations

Student Profile

Name: _____ **Gender:** _____ **DOB:** _____
School: _____ **Principal:** _____
Student ID#: _____ **Current Grade:** _____ **School Year:** _____
Most Recent IPRC Date: _____ **Date IPRC waived by Parent:** _____
Exceptionality: _____ **IPRC Placement:** _____

Assessment Data

List relevant educational, detailed medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioral assessments.

Information Source	Date	Summary of Results

Students Strengths and Needs:

Areas of Strength	Areas of Need

Specialized Health Support Services/Personal Support Required

- Yes (list below) No

Relevant Health Considerations:

Human Resources: (Teaching/Non-teaching)

Include service, initiation date, frequency or intensity, and location.

Subject, Courses, or alternative programs to which the IEP applies:

Identify each as Modified (MOD), Accommodated (AC), or Alternative (ALT)

1.		MOD	AC	ALT	6.		MOD	AC	ALT
2.		MOD	AC	ALT	7.		MOD	AC	ALT
3.		MOD	AC	ALT	8.		MOD	AC	ALT
4.		MOD	AC	ALT	9.		MOD	AC	ALT
5.		MOD	AC	ALT	10.		MOD	AC	ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (Educational rationale required)

No

Complete for secondary student only:

Student is currently working toward the attainment of a: Ontario Secondary School Diploma

Accommodations:

(Assume common to all subjects unless indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment: Yes (list below)

No

Accommodations and Exemptions for Provincial Assessments:

Accommodations Yes (list below)

No

Exemptions Yes (list below)

No

IEP Developed by:

Staff Member:	Position:

Sources Consulted in the Development of the IEP:

<input type="checkbox"/> IPRC Statement of Decision	<input type="checkbox"/> Provincial Report Card
<input type="checkbox"/> Previous IEP	<input type="checkbox"/> Parents/Guardians
<input type="checkbox"/> Student	<input type="checkbox"/> Other

Date of Placement in Special Education Program:(select appropriate option and provide date)

First day of attendance in new special education program

First day of the new school year or semester in which student is continuing placement

First day of the student's enrolment in a special education program that he/she begins mid-year or mid-semester as a result of a change in placement

Date of Placement: _____ **Completion Date of IEP Development Phase:** _____
 (within 30 school days following placement)

Transition Plan:

For Students who are 14 years of age or older, unless solely identified as gifted.

Transition Goal

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Name of Person Responsible	Timelines

Evaluation

Reporting Dates

Reporting Format

- Provincial Report Card (required if student has modified expectations and/or accommodations only)
- Alternative Report

Log of Parent/Student Consultation and Staff Review/Updating

Date	Activity <small>(indicate parent consultation or staff review)</small>	Outcome

The Principal has a legal right to implement and monitor the IEP.

The Plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and the student's progress monitored at least once every reporting period.

Principal's signature: _____ Date: _____

✂ -----

Please sign and return the bottom portion of this page.

Parent/Guardian/Student Involvement

- I was consulted in the development of this IEP.
- I declined the opportunity to be consulted in the development of this IEP.
- I have received a copy of this IEP.

Parent/Guardian/Student Comments:

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

(if 16 or older)

Special Education Program

To be completed for each subject/course with modified expectations and/or alternative program with alternative expectations.

SUBJECT/COURSE/ALTERNATIVE PROGRAM:

Current Level of Achievement:

(describes starting point for plan development)

Letter Grade/Mark:

Curriculum Grade Level:

Current Level of Achievement for Alternative Program

Annual Program Goal(s): A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or alternative program.

Learning Expectations (Knowledge and/or skills to be assessed by reporting period, including grade.)	Teaching Strategies (List only those that are different for this student and specific to the learning expectations for the subject/course/alternative program.)	Assessment Methods (for expectations for each reporting period.)

PROVINCIAL and DEMONSTRATION SCHOOLS in ONTARIO

Programs and Services

- The information on these programs and services is also contained in the Special Education Handbook.

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education
- 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 deafblind
- provide preschool home visiting services for students who are deaf or deafblind
- develop and provide learning materials and media for students who are deaf, blind, or deafblind
- provide school board teachers with resource services
- play a valuable role in teacher training.

W. Ross Macdonald School: School for the Blind and Deafblind

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

- a provincial resource centre for the visually impaired and deafblind
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large print textbooks
- professional services and guidance to ministries of education on an interprovincial, cooperative 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 through home visiting for parents and families of preschool deafblind 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-Leger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to the provincial school is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students 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 student's language acquisition, learning and social development through American Sign Language (ASL) and English
- operate primarily as day schools
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Transportation to provincial schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and heard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parents, school boards, and other agencies
- an extensive home-visiting program delivered to parents of deaf and hard of hearing preschool children by teachers trained in preschool and deaf education.

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

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

School for the Deaf, Blind, and Deafblind

Centre Jules-Leger
281 rue Lanark
Ottawa, ON
Tel. (613) 761-9300
Fax (613) 761-9301

Schools for the Deaf

The Ernest C. Drury School for the Deaf

255 Ontario Street South
Milton, ON L9T 2M5
Tel. (905) 878-2851
Fax (905) 878-5405

The Robarts School for the Deaf

1515 Cheapside Street
London, ON N5V 3N9
(519) 453-4400
Fax (519) 453-7943

The Sir James Whitney School
for the Deaf

350 Dundas Street West
Belleville, ON K8P 1B2
Tel. (613) 967-2823
Fax (613) 967-2857

School for the Blind and Deafblind

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

Provincial Demonstration Schools

The Ministry of Education provides the services for four provincial demonstration schools for Ontario children with severe learning disabilities.

These schools are the following:

Amethyst School

1515 Cheapside Street
London, ON N5V 3N9 Tel.
Tel. (519) 453-4400
Fax (519) 453-7943

Centre Jules-Leger

281 rue Lanark
Ottawa, ON K1Z 6R8
Tel. (613) 761-9300
Fax (613) 761-9301
TTY (613) 761-9302 or 761-9304

Provincial Demonstration Schools

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

Trillium School

255 Ontario Street South
Milton, ON L9T 2M5
Tel. (905) 878-2851
TTY: (905) 878-7195

Each provincial demonstration school has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at the Centre Jules-Leger, instruction is in French.

Application for admission to a provincial demonstration school is made on behalf of students by the school board, with parental consent. The Provincial Committee of 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
- 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 student with severe learning disabilities, the provincial demonstration schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/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) website at <https://snow.idrc.ocadu.ca/>

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.

Statistics

There is currently one student from the Near North District School Board attending provincial and/or demonstration school. This student attends Ernest C. Drury School for the Deaf in Milton.

Transportation

Decisions regarding mode of transportation are made on an individual need basis. The board provides van or air transportation. The students are picked up from their homes on Sunday afternoon and driven back to their respective schools to arrive Sunday evening for the week. The blind students travel by air and escorted van service.

SPECIAL EDUCATION STAFF 2024 - 2025

Special Education Staff	FTE	Staff Qualifications
Teachers for Resource Withdrawal Programs (Elementary)	28.0	Teachers must have a minimum of Special Education Part I Qualifications
Teachers for Special Education Classes (Elementary)	12.0	Minimum of Special Education Part I – most have Specialist Qualifications
Itinerant Teachers (1.5 of the deaf; 1.5 of the blind)	3.0	All Specialist Teachers have at least Part I plus additional qualifications in their specialist area
Principal of Special Education	1.0	Special Education Qualifications (Specialist) and Principals – Part 1 and Part 2
Coordinators	2.0	Special Education Specialists
Educational Assistants	173	Contract requires minimum two-year College Diploma (e.g. DSW, ECE, EA, RNA, CYW)
Psychologist	1.0	Masters Degree in Psychology and Clinical Supervision
Psycho-Educational Consultants	3.0	Minimum Masters Degree in Psychology
Speech-Language Pathologist	3.5	Masters Degree in Speech-Language Pathology
Communicative Disorders Assistants	8.0	Communicative Disorders Assistant Diploma
BMS Consultant	2.0	Elementary and Secondary - Child and Youth Worker Diploma and/or Equivalent
Behaviour Assistant	2.0	
BMS Coach	2.0	
Registered Behaviour Analyst	1.0	Master's Degree with Specialization in ABA
Teachers for Resource Withdrawal Programs (Secondary)	11.88	Minimum of Special Education Part I Qualifications
Teachers for Special Education Classes (Secondary)	13.51	Minimum of Special Education Part I Qualifications (most have Specialist Qualifications)

STAFF DEVELOPMENT 2024 - 2025

Special Education Staff Development Goal Indicator:

To provide knowledge and skills to staff involved in the education of students with special needs.

Requirement - Staff Input Indicators:

- Needs' assessment completed by resource teachers and submitted to coordinators.
- PD surveys completed by Special Education Classroom Teachers.
- Principal consulted in determining staff needs.

Requirement - SEAC Consultation Indicator:

On-going updates regarding staff development workshops and sessions are shared with SEAC.

Requirement - Priority Determination Indicators:

- Established by the board's Multi-year Strategic Plan, Board Improvement Plan and School Achievement Plans.
- System-wide by Policy-based initiatives (e.g. differentiated instruction).
- Regionally by specific need (e.g. Autism in-service).

Requirement - Professional Development In-Service Training provided by the Board Indicator:

In-service for specific groupings:

Principals:

- Educational Technology
- Behaviour Management Systems Training

Educational Assistants

- Health and Safety workshops, on-line training
- Strategies for Students with Challenging Behaviour – Behaviour Management Systems
- Cultural Competency: Indigenous Contributions and Resources
- Understanding and Supporting Students with Autism
- Employee Health and Wellness
- OHRC Right to Read
- 2SLGBTQI+ Inclusion
- Trauma Informed Practices
- Emotion Coaching
- Cyber Security

Special Education Teachers (DLRTs)

- LEARNStyle Coaching for students with SEA Equipment
- De-Streaming Supports and Equity, Diversity and Inclusion
- Using Assessment to Drive Literacy Instruction and Inform our Understanding of Growth
- Enhancing Math Instruction with Knowledgehook, including DI
- RISE Software
- Modified and Alternative Programming
- Special Education Data Entry into Power School
- Special Incidence Portion (SIP)
- WIAT IV Training

Special Education Classroom Teachers

- Alternative Programming
- Health and Safety Workshops
- Transition Planning – including TAY
- Transportation
- SEA Equipment
- RISE Software
- IEP Refinement

Central Staff

All central staff had the opportunity for self-directed professional development. All may apply to attend in-service workshops related to their profession. All central staff is also involved in bi-monthly updates and department meetings/PD annually as well as being invited to attend PD Day workshops.

Requirement - Ministry Legislation and Policy Training Indicators:

- Training and information sessions for principals following release of each new Ministry document (i.e. Learning for All).
- Intensive training sessions for resource and special education teachers following each new Ministry initiative (i.e. IEP Audit).
- New teachers and new vice-principals are in-serviced re: special education through the new staff induction series of workshops.

Requirement - Budget Allocation for Special Education Staff Development Indicators:

- The staff development budget allocation for 2024 - 2025 was approximately \$20,000.

Staff Awareness of Special Education Plan and Professional Development

- Copy of Special Education Plan is available on board website
- Principal Updates
- Edsby
- DLRT Meetings

EQUIPMENT

Students Requiring Individualized Equipment

- A referral is made to Special Education Coordinator.
- Assessment and recommendation received from qualified professional (e.g. physician, physiotherapist, occupational therapist) based on needs identified in student's IEP and in accordance with Ministry Guidelines for SEA equipment.
- Consultation occurs between the coordinator and the school (Principal and DLRT) regarding individual technology and the school technology plan.
- Equipment under \$800.00 comes from school budgets and/or a central budget.

Budget Allocation

- Principal of Special Education submits requests for individualized equipment to Superintendent of Special Education for processing.

Criteria for Purchasing Individualized Equipment

Equipment is deemed necessary for student to benefit from instruction (i.e. "equipment that will physically enable the student to be in school or to access the curriculum").

ACCESSIBILITY of SCHOOL BUILDINGS

Requirement - Multi-Year Capital Expenditure Plan

Indicators:

A summary of the Board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years can be accessed by the public at the following link:

www.nearnorthschools.ca

MULTI-YEAR ACCESSIBILITY PLAN for the NEAR NORTH DISTRICT SCHOOL BOARD is currently under review.

The Plan:

1. Describes the process by which the Near North District School Board will Identify, remove and prevent barriers;
2. Reviews recent efforts of the Near North District School Board to remove and prevent barriers
3. Describes the measures the Near North District School Board will take to identify, remove and prevent barriers
4. Describes how the Near North District School Board will make this accessibility plan available to the public.

Communication of the Plan:

In addition to the public availability of the plan as references above, the Near North District School Board will post an annual status report of the progress of the Multi-Year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Accessibility Planning Committee
Near North District School Board
963 Airport Road, PO Box 3110 North
Bay ON P1B 8H1

The following next steps are planned by the Plant/Facilities Department:

- Accessibility review of all NNDSB locations to identify required upgrade next steps
- Securing of a contractor to conduct annual Spec Ed equipment inspection and repairs (current contract expired)

TRANSPORTATION

Special Education Students

- Most special education students are transported on regular buses. In certain situations, taxis are used, depending upon individual circumstances.
- Physically disabled students access special transportation such as para-bus or taxi.

Care, Treatment and Correctional Facilities

- Students who do not reside at these programs are bussed.

Provincial and Demonstration Schools

- Board provides transportation i.e. contracts a bus operator to pick up and deliver students to and from home/school by van. Students attending W. Ross MacDonald School for the Blind travel by air and escorted van service.

Summer School Programs

- Bussing is provided for rural areas according to the Transportation Consortium criteria.

Transportation Decision-Making Process

- Decisions are made on a case-by-case basis depending on individual circumstances. Safety of student and others is a key factor in this decision-making process. The parent, principal and transportation department, in consultation with the special education coordinator, arrive at a decision made in the best interest of the student and others on the bus.

Safety Criteria

- Through negotiation, all drivers will be encouraged to obtain first aid training. Wheelchairs are transported on specialized vehicles which require securing of the wheelchair. All drivers must have mandatory criminal reference checks.

SEAC Names, Affiliation and Contact Information

NNDSB SPECIAL EDUCATION ADVISORY COMMITTEE 2024 – 2025

MEMBER	AFFILIATION	ADDRESS	ALTERNATE
<u>CHAIR</u> Chantal Phillips	Trustee Representative	chantal.phillips@nearnorthschools.ca	
<u>VICE CHAIR</u>			
Caroline Labrecque	Nipissing First Nation	carolinel@NFN.ca	Carole Couillard
Candy St. Onge	Almaguin Highlands Community Living	Box 370 Sundridge, ON POA 1Z0 cstonge@ahcl.org	Cindy Anne Wright 705-724-9444 cawright@ahcl.org
Laura Hansman	VIEWS	lurahansman@yahoo.ca	
Tammy Adjouj	Nipissing Down Syndrome Society	nipissingdownsyndrome@gmail.com	
Louise Sargent	Trustee Representative	louise.sargent@nearnorthschools.ca	
Leigh Armstrong	Community Living Parry Sound	LArmstrong@clps.ca	
Chantal Phillips	Trustee Representative	chantal.phillips@nearnorthschools.ca	
Chris Guillemette	Community Living North Bay	741 Wallace Road North Bay, ON P1A 0E6 cguillemette@communitylivingnorth.org	
Carol Couillard	Nbisiing Secondary School	carolec@nbisiing.com	
BOARD RESOURCES			
Tim Graves -Superintendent of Schools and Program	Board Resource	Timothy.Graves@nearnorthschools.ca	
Alison Clarke Principal of Special Education	Board Resource	Alison.Clarke@nearnorthschools.ca	
Kim Gignac - Special Ed. Coordinator - North	Board Resource	Kimberly.Gignac@nearnorthschools.ca	
Lisa Paradis - Special Ed. Coordinator - East/West	Board Resource	Lisa.Paradis@nearnorthschools.ca	
Carine Corbeil Coordinator - Temp	Board Resource	Carine.Corbeil@nearnorthschools.ca	
<u>Requirement - Meeting Time and Locations Indicator:</u>			
<ul style="list-style-type: none"> • All meetings are available via ZOOM Electronic Platform • Meetings begin at 1:00 p.m. and are held on the third Thursday of each month. 			

Requirement - Selection of Members

Indicator:

Board Policy MMP#2 (1998) describes selection of members as follows:

- One representative from each local association to a maximum of 12 is nominated by the local associations as in Section 1.2.1.
- An attempt is made to have representation from all categories of exceptionality (if available in the community).
- Two additional members from the community are appointed by the Board.

Requirement - Native Membership

Indicator:

Board Policy MMP#2 (1998) (1.2.3) states: one person and one alternate to represent the interests of First Nations students are nominated by band councils with which the Board has entered into agreement.

Requirement – Fulfillment of Roles and Responsibilities

Indicators:

During the 2024 - 2025 school year, SEAC made the following motions:

1. Chantal Phillips be acclaimed as Chair of SEAC for up to a one-year term, effective immediately and ending in June 2025.
2. Motion that Terms of Reference (TOR) be adopted in the first 3 pages to make up the new TOR and the highlighted sections be relocated to the end of the TOR under a new heading called “Meeting Conduct and Order.”
3. SEAC accepts, by consensus, the May 2025 Budget Recommendations be forwarded to the Board of Trustees for consideration.
4. SEAC accepts, by consensus, that The Special Education Plan, as revised for the 2025-26 school year, be forwarded to the Board of Trustees.
5. SEAC Participated in the following activities:
 - Annual review of Special Education Plan.
 - Board’s annual budget for Special Education.
 - Review of financial statements of the Board as related to Special Education.
6. SEAC had presentations on the following topics:
 - EQAO
 - Student Achievement Plan
 - Financial Report
 - Central Behaviour Team
 - Safe and Accepting Schools Data
 - Math Interventions and Programming for Special Education Students
 - RISE by LearnStyle
 - Emotion Coaching
 - Special Education Budget, Budget Action Plan, Timelines and Priorities
 - Mental Health and Addictions Strategic Plan
 - NNDSB Special Education Classrooms
 - Ministry Updates

COORDINATION of SERVICES with other MINISTRIES or AGENCIES

Advance Planning

Preschool Nursery Programs:

- Case conferences and pre-admission planning with preschool staff and agencies involved.

Preschool Programs for Deaf Students:

- Continuity through specialist teacher of the deaf; case conferences and preadmission planning.

Preschool Speech and Language Programs:

- Partnership transition to school agreement (May 2002) identifies transition procedures between agencies and school boards.

Intensive Early Intervention Programs for Children with Autism:

- Case conferences and pre-admission planning through Preschool Autism Program (MCFCS), HANDS (the family network). Care, Treatment and Correctional Programs
- Case conferences and/or IPRC reviews prior to demission.
- Education Community Partnership Program Liaison facilitates transition planning.

Other Board's Programs:

- Contact by telephone by principal or coordinator.
- Sharing of IEP to determine needs and resources required.

Assessments

- Assessments from the above programs are accepted.
- We rely upon preschool assessments to provide a starting point for development of an IEP.

Demissions

- When a special needs student leaves for another Board, the OSR is reviewed by the school to ensure that all relevant and current documentation is included (e.g. IEP, SEA forms).
- When entering a correctional facility, every effort is made to have the OSR available as soon as possible.
- When entering a care and treatment setting, an admissions meeting is held, and an intake package is shared. The Education Community Partnership Program Liaison facilitates the transition.

Responsibility

- The principal of the school in which the student is enrolled is responsible for the admission or transfer of the student from one program to another.
- The coordinator of special education facilitates the planning in conjunction with the school when required.

SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN

Public Copies

- The Special Education Plan is available on the Board website at www.nearnorthschools.ca.

Ministry Copies

As per memo dated April 19, 2010, from Kevin Costante, Deputy Minister, the Near North District School Board's Special Education Plan is posted to the Board's website.

GLOSSARY of ACRONYMS

ACRONYM	
ABC	Association for Bright Children
ABI	Acquired Brain Injury
ADD	Attention Deficit Disorder
ADP	Assistive Devices Program
ASD	Autism Spectrum Disorders
ASL	American Sign Language
BEA	Behaviour Expertise Amount
BC	Behaviour Counsellor
CAS	Children's Aid Society
CDA	Communication Disorder Assistant
CD	Conduct Disorder
CDC	Child Development Counsellor
CEC	Council for Exceptional Children
CHS	Canadian Hearing Society
CJA	Criminal Justice Act
CNIB	Canadian National Institute for the Blind
CP	Cerebral Palsy
DLRT	Differentiated Learning Resource Teacher
DSM- V	Diagnostic and Statistical Manual of the American Psychiatric Association
DSO	Developmental Services Ontario
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
FASD	Fetal Alcohol Syndrome Disorder
IEP	Individual Education Plan
IBI	Intensive Behaviour Intervention
IPRC	Identification Placement and Review Committee
LD	Learning Disabilities
LDAO	Learning Disabilities Association of Ontario
L4A	Learning for All
MCSS	Ministry of Community and Social Services
MID	Mild Intellectual Disability
MOE	Ministry of Education
OACL	Ontario Association for Community Living
OAD	Ontario Association of the Deaf
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
O & M	Orientation and Mobility

OKP	One Kid's Place
OPA	Ontario Psychological Association
OSLA	Ontario Association of Speech Language Pathologists and Audiologists
OSSTF	Ontario Secondary School Teachers Federation

ACRONYM	
OSR	Ontario Student Record
OST	Ontario Student Transcript
OT	Occupational Therapist
PAAC	Provincial Parent Associations' Advisory Committee on SEAC's
PDD	Pervasive Developmental Disorder
PSSP	Professional Support Services Personnel
PPM	Policy Program Memorandum
PPVT-R	Peabody Picture Vocabulary Test-Revised
PT	Physiotherapist
SEA	Special Equipment Amount
SALEP	Supervised Alternative Learning for Excused Pupils
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SLP	Speech Language Pathologist
TAY	Transitional Aged Youth
WAIS-IV	Wechsler Adult Intelligence Scale – Fourth Edition
WIAT-III	Wechsler Individual Achievement Test – Third Edition
WISC-V	Wechsler Intelligence Scale for Children – Fifth Edition
WJ-IV	Woodcock Johnson Test of Achievement - Fourth Edition
WPPSI	Wechsler Pre-Primer Scale of Intelligence



ANNUAL REVIEW

PROPOSED REVISIONS to the SPECIAL EDUCATION PLAN

Attached please find the following revisions to the Near North District School Board's Special Education Plan for the 2024-25 school year.

- ⇒ **Standard #2 - Roles and Responsibilities**
Changes are noted.
- ⇒ **Standard #3 – Early Identification Procedures**
Changes are noted.
- ⇒ **Standard # 5 – The Identification, Placement and Review Committee**
The statistics for number of new referrals and reviews for 2024 - 2025 are provided.
- ⇒ **Standard #6 – Assessments – Educational and Other Assessments**
Changes are noted.
- ⇒ **Standard #12 – Special Education Staff**
Any changes in special education staff for 2024 - 2025 are noted.
- ⇒ **Standard #13 - Staff Development**
Staff Development activities for 2024 - 2025 are summarized.
- ⇒ **The Board's Special Education Advisory Committee – SEAC Names, Affiliation and Contact Information**
Information changes to Membership List and 2024 - 2025 activities are noted.

SEAC RECOMMENDATION RE: ANNUAL REVIEW

That Special Education Plan updates be approved as amended and forwarded to the
Near North District School Board with recommendation for approval.

Moved by: In lieu of a motion, consensus was attained Seconded by: N/A Date: May 22, 2025

RESOLUTION

RE: The ANNUAL SPECIAL EDUCATION REPORT on the PROVISION of
SPECIAL EDUCATION PROGRAMS and SERVICES 2024 – 2025

The following motion was passed at the June __, 2025 Regular Board Meeting.

2025-2026 Special Education Plan

That the Near North District School Board approve the updated Special Education Plan
as presented to SEAC on May 22, 2025.

Moved by: Seconded by: Date:

ROLES and RESPONSIBILITIES

Page 5

The Itinerant Educational Assistant for Behaviour *Remove

The Board-Certified Behaviour Analyst *Remove

The Behaviour Therapist *Remove

The Behaviour Counsellor *Remove

Registered Behaviour Analyst *Add

- Provide consultation to school teams on the implementation of individualized ABA interventions for students with special education and/or behavioural needs, with emphasis on students with autism spectrum disorder (ASD)
- Conduct and interpret behaviour analytic assessments (functional behavioural assessments, skill-based curriculum assessments), develop ABA intervention plans to target behaviour reduction and skill building, provide training and coaching to school staff on the implementation of recommended ABA strategies, and make recommendations for alternative programming/alternative IEP goals (in special education placements and in inclusive mainstream classrooms)
- Collect and interpret behaviour data, including consultation with school teams on data collection
- Support school teams in developing/updating NNDSB Behaviour Management Plans (BMPs) and Transition Plans
- Consult with staff on student transition planning
- Supervise the delivery of enhanced intervention supports, as delivered by Supervised Behaviour Assistants
- Collaborate with the Special Education Coordinator(s) and Non-registered BMS Consultant(s) to review/manage service referrals and complete the service intake process
- Provide Behaviour Management Systems (BMS) Training – providing modeling and staff coaching on the key principals and phases of BMS, delivering BMS Practitioner trainings with school board staff
- Develop and deliver professional development training for school board staff, supporting ongoing staff capacity building by providing trainings and resources
- Participate in the NNDSB Multi-disciplinary Team
- Work within interdisciplinary service teams; supporting service navigation and collaboration between school teams and community service providers
- Provide clinical supervision to Supervised Behaviour Assistants, aligned with the expectations outlined by the CPBAO Standards of Professional Conduct for Supervision

Supervised Behaviour Assistant *Add

- Assist the Registered Behaviour Analyst with the completion of assessments, including data collection, functional behaviour assessments, and skill-based curriculum assessments
- Assist the Registered Behaviour Analyst with the development of ABA intervention plans to target behaviour reduction and skill building (including NNDSB Behaviour Management Plans)
- Implement ABA strategies to target behaviour reduction and skill building (direct service delivery) as per the strategies outlined by the Registered Behaviour Analyst in intervention plans and/or Behaviour Management Plans
- Provide modelling and coaching to school staff on the implementation of recommended ABA strategies (staff training) as per the strategies outlined by the Regulated Behaviour Analyst and in intervention plans and/or Behaviour Management Plans
- Support the school team with the development of resources (e.g., visual supports, communication supports, sample program materials, etc.) related to strategy and/or programming recommendations as per the strategies outlined by the Registered Behaviour Analyst and in intervention plans and/or Behaviour Management Plans
- Complete daily session notes; contributing to Behavioural Support Services reports
- Assist with the delivery of Professional Development trainings for school board staff
- Comply with the CPBAO Standards of Professional Conduct, including expectations for professionalism, confidentiality, and service delivery
- Receive direct clinical supervision from the Registered Behaviour Analyst, as per the expectations outlined by the CPBAO Standards of Professional Conduct for supervision

Non-registered Behaviour Management Systems (BMS) Consultant *Add

- Provide direct observation and assessment of student in the educational setting
- Develop individualized program plans, preventative intervention plans and Behaviour Management Plans
- Assist school staff with the implementation and development of the Behaviour Management Plan and any classroom strategies through modelling and coaching
- Provide consultation, recommendations and ongoing support for individualized plans
- Support the management and maintenance of referrals and collaborate on delivery models
- Participate in consultation and intake meetings with school teams
- Participate in service coordination, attend meetings and liaise with community organizations
- Assist school staff with the development and implementation of Safety Plans

- Develop and maintain written reports regarding plan implementation and student progress
- Provide Behaviour Management Systems (BMS) Training – providing modeling and staff coaching on the key principles and phases of BMS; delivering BMS Practitioner trainings with school board staff
- Develop and deliver professional development training for school board staff; supporting ongoing staff capacity building by providing trainings and resources
- Work in collaboration with Non-supervised BMS Coaches
- Must have a valid driver's license and reliable access to a vehicle (regional travel required)

Non-supervised Behaviour Management Systems (BMS) Coach *Add

- Assist with conducting educational assessments, including skill assessments
- Assist with the development of Behaviour Management Plans and skill development programs
- Implementing classroom strategies, including antecedent-based strategies and strategies outlined in Behaviour Management Plans and skill development programs
- Responsible for data collection, graphing and progress notes
- Providing direct coaching/modelling of behavioural strategies with in-school teams, including teachers and educational assistants
- Work in collaboration with Non-registered BMS Consultants

EARLY IDENTIFICATION PROCEDURES

Page 18

Types of Assessment Tools / Strategies

Educational Assessment

- Educational assessments, psycho-educational assessments and other assessments used to gather appropriate information are explained in the Special Education Handbook as follows:
- Assessment is a process for gathering information to meet a variety of evaluation needs. It is ongoing, cumulative, uses open-ended formats, draws upon a variety of settings and is teacher mediated. Assessment can also be formal and standardized when required for diagnostic purposes.
- It may lead to program modifications. Assessment can be conducted by various personnel in different settings. Parents and students can play a critical role in contributing relevant information to the process. Assessment should be authentic, that is, it should address the questions, “What do we need to know? How often? To what end?”

- Assessment can include observations, interviews, performance samples, work products, portfolios, tests or test-like procedures. Assessment is conducted for instructional purposes primarily to determine what skills, knowledge and behaviours have been learned and what gaps exist. Data is gathered by examining the student's performance. The program accommodations and modifications change as a result of that information.
- Differentiated Learning Resource Teachers have a variety of tools for standardized achievement information. Most often this would include the battery of tests contained in the Wechsler Individual Achievement Test (WIAT-IV).

Conducting an IPRC Meeting

Page 22

Requirement – Statistics

Indicator:

- IPRC statistics based on board data base up to and including May 13, 2025, for the previous school year are as follows: total of IPRC new referrals is 91; total number of reviews is 322; and total number of appeals is 0.

Page 23

EDUCATIONAL and OTHER ASSESSMENTS

Types of Assessments

- Special education teachers have a variety of tools for standardized achievement information. In most cases NNDSB DLRTs use the Wechsler Individual Achievement Test (WIAT-IV). Other standardized measures include the Woodcock-Johnson Test of Achievement (WJ-III/NU). In order to conduct these assessments special education teachers must have special education qualifications, a minimum of Special Education Part I and preferably Special Education – Part II and be trained by NNDSB Lead Psychologist.

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Page 25

Plan for Specialized Health Support Services

*Community Care Access Centre (CCAC) was changed to “Ontario Health at Home” effective June 28, 2024.

MINISTRY of EDUCATION – CATEGORIES and DEFINITIONS

Page 28

BEHAVIOURAL

DEFINITION:

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

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

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COMMUNICATIONAL

AUTISM

DEFINITION:

A severe learning disorder 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.

SPECIAL EDUCATION PLACEMENTS PROVIDED by the BOARD

Page 37

Types of Placement

- Placement options at the elementary and secondary levels are included in the Special Education Parent Guide. They are: **regular class with indirect support**, regular class with resource support **assistance**, regular class with withdrawal

support assistance, and special education classes full-time or with partial integration.

- The following charts describe the range of placement options available for each category of exceptionality.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA for ADMISSION	ADMISSION PROCESS	CRITERIA for DETERMINING LEVEL of SUPPORT
Behavioural	Regular class with support (i.e. DLRT, EA, or access to Board Behaviour Team) or Child Development Counsellor *Remove	Behavioural concerns (at risk or identified) to such a marked degree that the safety of student and/or others is at risk	In-school Team Decision. Referral to Coordinator for accessing the Behaviour Team) or Child Development Counsellor . *Remove	Determined by level of need and resources available
	Education Community Partnership Programs	At-risk and identified students who cannot attend regular classes because of their need for treatment	The Referral Package completed by the parent, school and the agencies involved. Day Treatment Admission Team Meeting.	Determined by level of need as described in the Individual Treatment Plan
Communicational	-Regular Class with Support (i.e. DLRT support in class and/or technology) -Regular class with resource withdrawal	-Identified LD with significant discrepancy between ability and achievement	--School-based Resource Team or IPRC Decision -SEA technology equipment as per SEA Ministry Directives	-Determined by the level of need as described in the IEP and the resources available as described in the School Plan.
Communicational	-Regular class with support (i.e. accommodations, program modification and/or access to an EA) -Regular class with withdrawal assistance -Special Education class (regional)	-Identified as having Autism in the moderate to severe range	-Admission Team Meeting with the Coordinator, Principal and Teacher for consideration of Spec. Ed. Class -IPRC Decision	-Determined by the level of need as described in the IEP
Communicational	-Regular class with support of Specialist Teacher of the Deaf and/or EA for signing	-Identification as deaf with significant bilateral hearing loss	-IPRC Decision	-Determined by level of need as described in the IEP
Communicational	-Regular class with access to SLP with assistance from CDA if appropriate	-Diagnosis with speech or language disorder	-Assessment by SLP -Referral for Services	-Determined by level of need as described in IEP and availability of SLP/CDA services

INDIVIDUAL EDUCATION PLANS (IEPs)

Page 44

Implementing Ministry Standards

- The NNDSB considers developing and implementing exemplary IEPs essential to the educational success of all identified students.
- The Special Education Handbook has a section which focuses on the IEP: definition, development, planning checklist, ~~the IEP Composer Manual~~ *Remove, questions and answers and linking the IEP with the provincial report card.
- The Special Education Parent Guide provides a definition, summary of key components and parent involvement.
- ~~Revisions to the IEP Composer Manual were completed in September 2004 to match the Ministry template, and are reviewed and revised as needed yearly~~ *Remove
- ~~IEP Composer Manual has been created for each school.~~ *Remove
- Internal audit process is in place.

Statistics

Page 54

There is currently 1 student from the Near North District School Board attending provincial and/or a demonstration school. This student attend Ernest C Drury School for the Deaf in Milton.

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Special Education Staff 2024-2025

Special Education Staff	FTE	Staff Qualifications
Teachers for Resource Withdrawal Programs (Elementary)	28.0	Teachers must have a minimum of Special Education Part 1 Qualifications
Teachers for Special Education Classes (Elementary)	12.0	Minimum of Special Education Part 1 – most have Specialist Qualifications
Itinerant Teachers (1.5 of the deaf; 1.5 of the blind)	3.0	All Specialist Teachers have at least Part 1 plus additional qualifications in their specialist area

Principal of Special Education	1.0	Special Education Qualifications (Specialist) and Principals – Part 1 and Part 2
Coordinators	2.0	Special Education Specialists
Educational Assistants	173	Contract requires minimum two-year College Diploma (e.g. DSW, ECE, EA, RNA, CYW)
Psychologist	1.0	Masters Degree in Psychology and Clinical Supervision
Psycho-Educational Consultants	3.0	Minimum Masters Degree in Psychology
Speech-Language Pathologists	3.5	Masters Degree in Speech-Language Pathology
Communicative Disorders Assistants	8.0	Communicative Disorders Assistant Diploma
BMS Consultant	2.0	Elementary and Secondary - Child and Youth Worker Diploma and/or Equivalent
Behaviour Assistant	2.0	
BMS Coach	2.0	
Registered Behaviour Analyst	1.0	Master's Degree with Specialization in ABA
Teachers for Resource Withdrawal Programs (Secondary)	12	Minimum of Special Education Part 1 Qualifications
Teachers for Special Education Classes (Secondary)	11.5	Minimum of Special Education Part 1 – most have Specialist Qualifications

STAFF DEVELOPMENT 2024-2025

Requirement - Goal of Special Education Staff Development Plan

Indicator:

To provide knowledge and skills to staff involved in the education of students with special needs.

Requirement - Staff Input

Indicators:

- Needs' assessment communicated by resource teachers to coordinators.
- PD surveys completed by Special Education Classroom Teachers.
- Principals consulted in determining staff needs.

Requirement - SEAC Consultation

Indicator:

On-going updates regarding staff development workshops and sessions shared with SEAC.

Requirement - Priority Determination

Indicators:

- Established by the board's Multi-year Strategic Plan, Board Improvement Plan and School Achievement Plans.
- System-wide and Policy-based initiatives (e.g. DI, UDL, CPS, OPP).
- Regionally by specific need (e.g. Autism in-service).

Requirement - Professional Development In-Service Training provided by the Board Indicator:

In-service for specific groupings:

Principals:

- Educational Technology
- Behaviour Management Systems Training

Educational Assistants

- Health and Safety workshops, on-line training
- Strategies for Students with Challenging Behaviour – Behaviour Management Systems
- ~~On-line Risks and Emerging Trends~~
- Cultural Competency: Indigenous Contributions and Resources
- ~~Fetal Alcohol Spectrum Disorder (FASD)~~
- Understanding and Supporting Students with Autism
- Employee Health and Wellness: ~~Burnout and Compassion Fatigue~~
- OHRC Right to Read
- 2SLGBTQI+ Inclusion
- Trauma Informed Practices
- Emotion Coaching
- Cyber Security

Special Education Teachers (DLRTs)

- ~~Pre-Referral Meetings and Transition Planning~~
- ~~Applied Behavioural Analysis~~
- ~~Strategies for students with Challenging Behaviour~~
- ~~Strategies/resources for multi-language learners~~
- LEARNStyle Coaching for students with SEA Equipment
- De-Streaming Supports and Equity, Diversity and Inclusion
- ~~De-escalating Violent Behaviour and Restorative Practices~~
- Using Assessment to Drive Literacy Instruction and Inform our Understanding of Growth

- Enhancing Math Instruction with Knowledgehook, including DI
- ~~Speaking Inhibition~~
- RISE Software
- Modified and Alternative Programming
- Special Education Data Entry into Power School
- Special Incidence Portion (SIP)
- WIAT IV Training

Special Education Classroom Teachers

- Alternative Programming
- Health and Safety Workshops
- Transition Planning – including TAY
- Transportation
- SEA Equipment
- RISE Software
- IEP Refinement

Requirement - Board Budget Allocation for Special Education Staff Development Indicators:

The staff development budget allocation for 2024–2025 was approximately \$20,000.

[SEAC Names, Affiliation and Contact Information](#)

NNSB SPECIAL EDUCATION ADVISORY COMMITTEE 2024 – 2025

MEMBER	AFFILIATION	ADDRESS	ALTERNATE
CHAIR Chantal Phillips	Trustee Representative	chantal.phillips@nearnorthschools.ca	
VICE CHAIR			
Caroline Labrecque	Nipissing First Nation	carolinel@NFN.ca	Carole Couillard
Candy St. Onge	Almaguin Highlands Community Living	Box 370 Sundridge, ON P0A 1Z0 cstonge@ahcl.org	Cindy Anne Wright 705-724-9444 cawright@ahcl.org
Laura Hansman	VIEWES	laurahansman@yahoo.ca	
Tammy Adjouj	Nipissing Down Syndrome Society	nipissingdownsyndrome@gmail.com	
Louise Sargent	Trustee Representative	louise.sargent@nearnorthschools.ca	
Leigh Armstrong	Community Living Parry Sound	LArmstrong@clps.ca	
Chantal Phillips	Trustee Representative	chantal.phillips@nearnorthschools.ca	
Chris Guillemette	Community Living North Bay	741 Wallace Road North Bay, ON P1A 0E6 cguillemette@communitylivingnorth.org	
Carol Couillard	Nbisiing Secondary School	carolec@nbisiing.com	
BOARD RESOURCES			
Tim Graves-Superintendent of Schools and Program	Board Resource	Timothy.Graves@nearnorthschools.ca	
Alison Clarke Principal of Special Education	Board Resource	Alison.Clarke@nearnorthschools.ca	
Kim Gignac - Special Ed. Coordinator - North	Board Resource	Kimberly.Gignac@nearnorthschools.ca	
Lisa Paradis - Special Ed. Coordinator - East/West	Board Resource	Lisa.Paradis@nearnorthschools.ca	
Carine Corbeil Coordinator - Temp	Board Resource	Carine.Corbeil@nearnorthschools.ca	
Requirement - Meeting Time and Locations Indicator:			
<ul style="list-style-type: none"> All meetings are available via ZOOM Electronic Platform Meetings begin at 1:00 p.m. and are held on the third Thursday of each month. 			

Requirement – Fulfillment of Roles and Responsibilities
Indicators:

During the 2024-2025 school year, SEAC made the following motions:

1. Motion that Chantal Phillips be acclaimed as Chair of SEAC for up to a one-year term, effective immediately and ending in June 2025.
2. Motion that Terms of Reference (TOR) be adopted in the first 3 pages to make up the new TOR and the highlighted sections be relocated to the end of the TOR under a new heading called “Meeting Conduct and Order.”

3. SEAC accepts, by consensus, that The Special Education Plan, as revised for 2025-26 school year, be forwarded to the Board of Trustees.
4. SEAC accepts, by consensus, that the May 2025 Budget Recommendations be forwarded to the Board of Trustees for consideration.

- SEAC participated in the following activities:

- Annual review of the Special Education Plan
- Board's annual budget for Special Education
- Review of financial statements of the Board as related to Special Education

- SEAC had presentations on the following topics:

- EQAO
- Student Achievement Plan
- Financial Report
- Central Behaviour Team
- Safe and Accepting Schools Data
- Math Interventions and Programming for Special Education Students
- RISE by LearnStyle
- Emotion Coaching
- Special Education Budget, Budget Action Plan, Timelines and Priorities
- Mental Health and Addictions Strategic Plan
- NNDSB Special Education Classrooms
- Ministry Updates
- ~~— NNDSB Suspension/Expulsion/Exclusion Data~~
- ~~— NNDSB Behaviour Team: A Summary of the Behaviour Support Model~~
- ~~— NNDSB Budget, Budget Action Plan, Timelines and Priorities~~
- ~~— Multi-tiered System of Support for Reading Success~~
- ~~— Interventions and Programming for Special Education Students~~
- ~~— NNDSB Sensory Spaces~~
- ~~— Assistive Technology~~
- ~~— Student Achievement Plan~~
- ~~— Ministry Updates~~

Title:	Rural and Northern Education Allocation
Contact:	Superintendent of Business
Date Submitted:	June 10, 2025
Mandate	<p>Multi-Year Strategic Plan Objectives:</p> <p>Provide an equitable and inclusive environment that champions learning opportunities for all.</p> <p>Create opportunities for equitable access to programs and services for students.</p> <p>Ensure that the NNDSB is managed efficiently and is financially sustainable year over year and for the long term. Make decisions that are sustainable.</p>
Background	<p>The Ministry of Education provides an allocation titled “Rural and Northern Education Allocation”. This allocation (previously called Rural and Northern Education Fund), was originally introduced in September 2017, and at that time, the Ministry provided a preliminary school list to each board identifying the list of schools eligible to be allocated funds. Boards were also given an opportunity to modify the list through board motion based on specific parameters. At that time, the board passed a motion adding Land of Lakes Public School to the list.</p> <p>The most recent list from 2024-25 school year for NNDSB is as follows:</p> <ul style="list-style-type: none"> 70 Secondary Northern SS (Part Lease to DSB#56) 71 Elementary White Woods PS 72 Secondary F J McElligott SS 73 Elementary F J McElligott Intermediate School 74 Elementary Argyle PS 75 Elementary Britt PS 76 Elementary M T Davidson S 77 Elementary Evergreen Heights Education Centre 78 Elementary Ferris Glen PS 79 Elementary Mactier PS 80 Elementary Magnetawan Central PS 81 Elementary Mattawa District PS 82 Elementary McDougall PS 83 Elementary South Shore Education Centre 84 Elementary Nobel PS 85 Elementary Mapleridge Sr PS 86 Elementary South River PS

	<p>87 Elementary Sundridge Centennial PS 88 Elementary Whitestone Lake Central S 89 Secondary Parry Sound HS 90 Elementary Parry Sound Intermediate School 91 Elementary Phelps Central School 92 Elementary Humphrey Central PS 93 Secondary Almaguin Highlands SS (new school) 94 Elementary Parry Sound Public School 1140 Elementary Land of Lakes Sr PS</p>
<p>Current</p>	<p>Each year, boards are given an opportunity to modify the list through board motion, and submit that information to the Ministry to be included on the updated list of eligible schools for the coming school year.</p> <p>As noted in the <i>Core Education Funding: Technical Guide for School Boards, 2025-26</i>:</p> <p><i>The list comprises schools in which at least half of the students are from rural communities, with modifications made by board of trustees' motion. This list can be modified further to include other schools through board of trustees' motion based on the following parameters:</i></p> <ul style="list-style-type: none"> • <i>where the school is the only one in the community served by the school board</i> • <i>there are no other public services in the community (e.g., hospital, library)</i> • <i>it is remote from other schools of the board and the school board has determined it to be an unreasonable distance to travel if the school were to close</i> • <i>where the school board has determined that rural students make up a large portion of the student population of that school</i> <p>As per memo 2025:B02 – 2025-26 <i>Education Funding</i>, “By June 30, 2025, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees' motion, to be eligible to spend the Rural and Northern Education Allocation (RNEA) on these specific schools.”</p> <p>As the three schools in the Town of Parry Sound consolidating into the new JK-12 build are included on the list above (#82, 84, 89, and 90), a recommendation has been brought forward to the Trustees to approve a motion to add the new JK-12 build to the list of eligible schools so that funding can be allocated (where appropriate and within RNEA parameters)</p>

	to be used to support costs within the new school (such as late/team bussing).
Recommendation	THAT the Trustees of the Near North District School Board approve the addition of the new JK-12 Parry Sound School to the list of Near North District School Board schools eligible for the Rural and Northern Education Allocation.

Title:	Declaring Surplus Property – Nobel Public School
Contact:	Superintendent of Business Seija Van Haesendonck
Date Submitted:	June 10, 2025
Mandate:	<p>Ensure that the NNDSB is managed efficiently and is financially sustainable year over year and for the long term. Make decisions that are sustainable.</p> <p>Ensure that NNDSB meets ministry expectations / requirements for financial stewardship and accountability.</p>
Background:	Sections 193.1 and 194 of the Education Act, R.S.O. 1990, c.E.2, and the related Ontario Regulation 374/23 – <i>Acquisition and Disposition of Real Property</i> outline the process for the disposition of real property owned by the board.
Current:	<p>Nobel Public School, located at 146 Hamel Avenue, Nobel, is scheduled to close at the end of the 2024-2025 school year, as part of a consolidation into the new Parry Sound K-12 school.</p> <p>The details of the property are:</p> <p>PIN 521020426, PT LT 24 CON B MCDOUGALL AS IN MD2039, RO18688 EXCEPT PT 1 RO208216</p> <p>The site has 495 feet frontage along Hamel Avenue. Total area is 5.74 acres.</p> <p>The subject property is zoned RR which permits residential development. The current use would be exempt from the zoning however, depending on a purchaser's intended future use, rezoning may be required.</p>
Recommendations	<p>THAT pursuant to clause 194 (1) of the Education Act, the Trustees of the Near North District School Board declare that as of September 1, 2025, the property at 146 Hamel Avenue, Nobel, ON, is not required for the purposes of the board;</p> <p>AND THAT the Trustees of the Near North District School Board approve that, after September 1, 2025, the property be disposed of in accordance with Ontario Regulation 374/23 – <i>Acquisition and Disposition of Real Property</i>.</p>

Ashley St. Pierre, Chair

Craig Myles, Director of Education

Multi-Year Strategic Plan Committee

Monday May 26, 2025

Virtual meeting conducted over Teams

Committee Members Present

Ashley St. Pierre, Board Chair
Bill Steer, Committee Chair
Chantal Phillips, Trustee
Julie Bertram, Trustee
Craig Myles, Director
Liana Blaskievich, Officer of Corporate Affairs

Staff Present

Chris Walkling, Principal
Maureen Egan, Executive Assistant

Committee Regrets n/a

1.0 Call to Order

Committee Chair Steer called the meeting to order at 11:00 am. Attendance was called to note the meeting has quorum.

1.1 Adoption of the Agenda

Moved by J.Bertram and seconded by A. St. Pierre that the agenda for the Multi-Year Strategic Plan Committee is approved. - **CARRIED**

2.0 Spring Parent Session

Director Myles welcomed everyone and thanked everyone for making time in their schedules to attend the meeting. He explained MYSP's significance as it steers all work through its pillars. The spring parent session is approaching and we have discussed alternate avenues and ideas to attract more parents given the low attendance at previous sessions. This would replace the previous in person sessions.

L. Blaskievich continued explaining how we can better gather data from parents. Suggestions included longer surveys with specific questions for families. C. Walking elaborated on presentation style engagements that would be shared with school advisory councils and also resources to be shared with principals with targeted questions with the goal of each school to have responses to bring to MYSP.

Committee Chair Steer commented on the excellence thoughts re enhanced engagement and suggested the survey not be too onerous or lengthy. Trustee Bertram

suggested school advisory comments can be posted on the website for access by everyone.

3.0 Verbal Progress report

Director Myles advised that Bill 98 directs the MYSP to be named MYSP SAP (student achievement plan). The new document outlines key areas and student data and achievement. He noted that while the Ministry has specified this piece, NNDSB has always included student achievement. L. Blaskievich noted the draft provided to the Committee and that more data will be added before going to Board in September. C. Walkling briefly reviewed indicators to ensure future student success ie EQAO results, school climate survey. Director Myles thanked L. Blaskievich and C. Walkling for their leadership and hard work on this very significant data report and for their ongoing work and that Committee Chair Steer would be the conduit between the committee and trustees.

4.0 Adjournment

The next meeting date will be scheduled at the call of the Chair.

There being no further business to discuss, on May 26, 2025 the Multi-Year Strategic Plan Committee stands adjourned at 11:46 am.

Ashley St. Pierre, Chair

Craig Myles, Director of Education

North Bay Consolidation Committee

Tuesday May 27, 2025

Virtual meeting conducted over Teams

Committee Members Present

Gay Smylie, Committee Chair
Craig Myles, Director
Seija Van Haesondock, SBO
Chantal Phillips, Trustee
Bill Steer, Trustee
Shane Hall, Trustee
Liana Blaskievich, Officer of Corporate Affairs

Staff Present

Maureen Egan, Executive Assistant

Committee Regrets n/a

1.0 Call to Order

Committee Chair Smylie called the meeting to order at 12:02 am. Attendance was called to note the meeting has quorum.

1.1 Adoption of the Agenda

Moved by B. Steer and seconded by C. Myles that the agenda for the North Bay Consolidation Committee is approved. - **CARRIED**

2.0 Draft Feasibility Report

Chair Smylie referred to the draft Feasibility report included in the agenda and noted that it is a summary of the report and that the detailed report is currently being reviewed by legal. Director Myles asked committee members to review and provide comments/questions to Chair Smylie by Thursday May 29 via email for consideration into the final report. SBO Van Haesendonck briefly noted aspects of the report including current use of the 321 Ski Club Road, associated *Education Act* regulations, new regulations re disposition of property, and specific resulting instructions related to disposition of property. Director Myles added that we must also consider possibility of use for future students noting Trustee Hall had submitted a motion re Alliance students. Trustee Phillips suggested a new committee to approve future use. Chair Smylie advised that the current committee will oversee future use.

3.0 Adjournment

The next meeting date will be prior to the June 10 Board meeting to review the final report. Reminder to submit questions to Chair Smylie by May 29.

There being no further business to discuss, on May 27, 2025 the North Bay Facilities Committee stands adjourned at 12:36 pm.

Unofficial