

SEAC meeting

Thursday, December 19, 2024

<https://nearnorthschools-ca.zoom.us/j/82892007928?pwd=LWapfSaoUaVsIZTGOPFmcVxCzvLf1V.1>

Meeting ID: 828 9200 7928

Passcode: 151321

Find your local number: <https://nearnorthschools-ca.zoom.us/j/kcYTOUdRiu>

1. Land Acknowledgement (Tim Graves)
2. Call to Order
3. Attendance
4. Agenda Approval

Motion _____ Second _____ Carried _____

5. Approval of the Minutes of the November 21, 2024 meeting.

Motion _____ Second _____ Carried _____

6. Elections of Chair and Vice-Chair

Election of Chair

- 6.1 Acknowledgement of voting members and call for nominations

Motion: That nominations be closed

Following the close of nominations, nominees will be asked to confirm their willingness to stand for office. The nominations will be given the opportunity to comment on the nominations.

- 6.2 A vote via Microsoft Forms (online through Zoom link) will be conducted.

- 6.3 Announcement of Chair

Motion: That _____ be elected (or acclaimed) as the Chair of SEAC for a one-year term, effective immediately and ending in December 2025.

- 6.4 Chair's Remarks

The Chair assumes the meeting.

- 7.0 Elections for Vice-Chair

- 7.1 Call for nominations

Motion: That nominations be closed.

Following the close of nominations, nominees will be asked to confirm their willingness to stand for office. The nominations will be given an opportunity to comment on the nominations.

7.2 A vote via Microsoft Forms (online through Zoom link) will be conducted.

7.3 Announcement of the Vice-Chair

Motion: That _____ be elected (or acclaimed) as the Vice-Chair of SEAC for a one-year term, effective immediately and ending in December 2025.

8. Destruction of Ballots

Motion: That the Microsoft Forms responses be deleted immediately.

9. Business Arising from the Minutes

- Terms of Reference Review

10. Standing Items

- Community Partner updates
- Correspondence received: N/A

11. Reports

- Board Report (oral) – (Board Trustees)
- Special Education Report- Alison Clarke
- SEAC Chair Report

12. New Business

- Next meeting: January 23, 2025.

13. Adjournment Motion _____ Second _____ Carried _____

Special Education Advisory Meeting (SEAC)

Thursday, Nov 21, 2024 | 1:00pm

Zoom Online Meeting & North Bay Board Office

Present:

Krista Holmes, Executive Assistant
Alison Clarke, Acting Principal of Special Education
Tim Graves, Superintendent of Education
Chantal Phillips, Trustee and Chair
Candy St. Onge, Almaguin Highlands Community Living
Louise Sargent, Trustee
Leigh Spinney, Community Living Parry Sound
Lisa Paradis, Spec Ed Coordinator – East & West Regions
Kimberly Gignac, Special Ed Coordinator – North Region
Tammy Adjouj, Nipissing Down Syndrome Society

Guests:

Kelly Hingley, Derek Lindeman and Melissa Grasser – Central Behaviour Team
Emily Samuel, Principal of Safe Schools, Early Years and Leadership Development

Regrets:

Ashley St. Pierre, Board Chair
Caroline Labrecque, Nipissing First Nation
Carol Couillard, Nipissing Secondary
Chris Guillemette (Vice Chair), CLNB
Laura Hansman, OPVIC

Land Acknowledgement (Alison Clarke)

Call to Order ed at 1:01pm.

Agenda Approval

Motioned by Louise Sargent, Seconded by Candy St. Onge. *Carried*

Approval of the Minutes of the October 17, 2024 meeting.

Motioned by Louise Sargent, Seconded by Leigh Armstrong. *Carried*

Business Arising from the Minutes

Central Behaviour Team presentation by Principal Clarke and Central Behaviour Team

- NNDsB's Behaviour Analyst, Kelly Hingley and Behaviour Consultants, Melissa Grasser and Derek Lindeman presented on behalf of the Behavioural Support Services Team.
- The presentation is attached to the SEAC November minutes.
- The presentation included description of team structure, details regarding tier 1, 2 and 3

strategies and supports.

- The team discussed the model, including referral, intake, service delivery and closure.
- Chair Phillips noted that the central behaviour team is well positioned to provide professional development regarding student behaviour and noted that educators would benefit from having more training in this area.
- The committee engaged in conversations regarding the work of the central behaviour team and how it relates to all three tiers of intervention, including building classroom educator capacity, sourcing appropriate learning resources and supporting school admin teams to be able to lead the work in the absence of the behavior team's involvement.

Safe and Accepting Schools Data presentation by Principal Samuel

- The presentation was made by Emily, and shared further context on suspension data.
- The presentation is attached to the SEAC November minutes.
- Principal Samuel was able to share details around previous board, regional and provincial suspension data as well as data related to students with special education needs for years leading up to the 2022-23 school year.
- Trustee Sargent would be really interested in seeing the results of this year's data for comparison, now that they're in grade 8 and grade 10, and whether the stats are as high.
- Principal Samuel will return when further statistics and data are available for review.

Standing Items

Community Partner updates

None

Correspondence received

None

Reports

Board Report (oral) – (Board Trustees)

- Trustee Sargent - Chair and Vice-Chair were acclaimed, and happy to approve the Nipissing Down Syndrome representative at the Board's organizational meeting.

Special Education Report- Alison Clarke

- Principal Clarke reports that her team meets weekly with the RISE implementation team and the NNDSB IT department to continue to configure RISE to go live during term 2 of this school year. NNDSB is still in the process of uploading the referral forms of our central team and configuring the system to meet our needs and workflows for each respective department. The Special Education Coordinators recently went to the fall RISE conference and were provided with the latest updates to the RISE and SEAIT software programs offered by LearnStyle. Principal Clarke notes that RISE is the online student learning profile system that will process referrals and generate student's individual education plans within this school year. Additionally, SEAIT software is used to track, deployed student technology and high needs equipment and process claims for such items.
- Principal Clarke noted that during the October DLRT meeting, all DLRTs and

administrators were provided details on our specialized equipment allocation model. Special Education Coordinators are now processing both technology and high needs equipment claims.

- Principal Clarke highlighted the grade 7/8 sessions for students with learning disabilities (empowerment, self-advocacy, asset-based conversations) and noted that the project lead is NNDSB Lead Psychologist. The Psychology Team is in the process of setting up meetings with groups of students at respective schools. These events will continue to be scheduled and offered between November and January. Most schools have expressed interest in having students participate.
- Principal Clarke noted that a speech language pathologist new hire is in process for a short-term speech language pathologist position. Further details will be able to be shared with this committee soon.

SEAC Chair Report

- Trustee Phillips shared that she is a chapter leader – Parents for Children's Mental Health meets once a month at CAS in North Bay, and this evening there is an open house. All supported through CMHO.
- Trustee Phillips noted FASD awareness as an important topic.

New Business

Special Education Classroom Tour Alternatives (Discussion)

- This topic was brought forward for discussion.
- The committee discussed several options, such as guest speakers, images and/or a video, etc. to be shared with the committee to replace a traditional special education classroom tour that would typically occur in June.
- The committee noted that daily staffing levels are an ongoing challenge and that a visit may be intrusive. The committee discussed the value for the students/classroom and the committee members.
- Trustee Sargent also suggested that we could do a session with community partners and their programs and Chair Phillips liked the idea of providing an opportunity for the community members to come.
- The central special education team will network with various NNDSB special education classroom educator teams and develop something to share at a future meeting.

New:

Elections will be reviewed next month, as well as the Terms of Reference.

Adjourned at 2:53pm.

Motioned by Candy St. Onge, Seconded by Tammy Adjouj. *Carried*

Next meeting: December 19, 2024.



Behavioural Support Services

▶ SEAC Presentation
November 21, 2024

NNDSB Behavioural Support Services

- ▶ July 1, 2024 - College of Psychologists and Applied Behaviour Analysts of Ontario (CPBAO)
- ▶ Former Central Behaviour Team Roles: 1 Board-Certified Behaviour Analyst (BCBA), 2 Behaviour Counsellors, 4 Behaviour Therapists and 2 Mobile Team Teachers
- ▶ **New Central Team Roles:** 1 Behaviour Analyst, 2 Behaviour Assistants, 2 BMS Consultants, 2 BMS Coaches and 2 Mobile Team Teachers

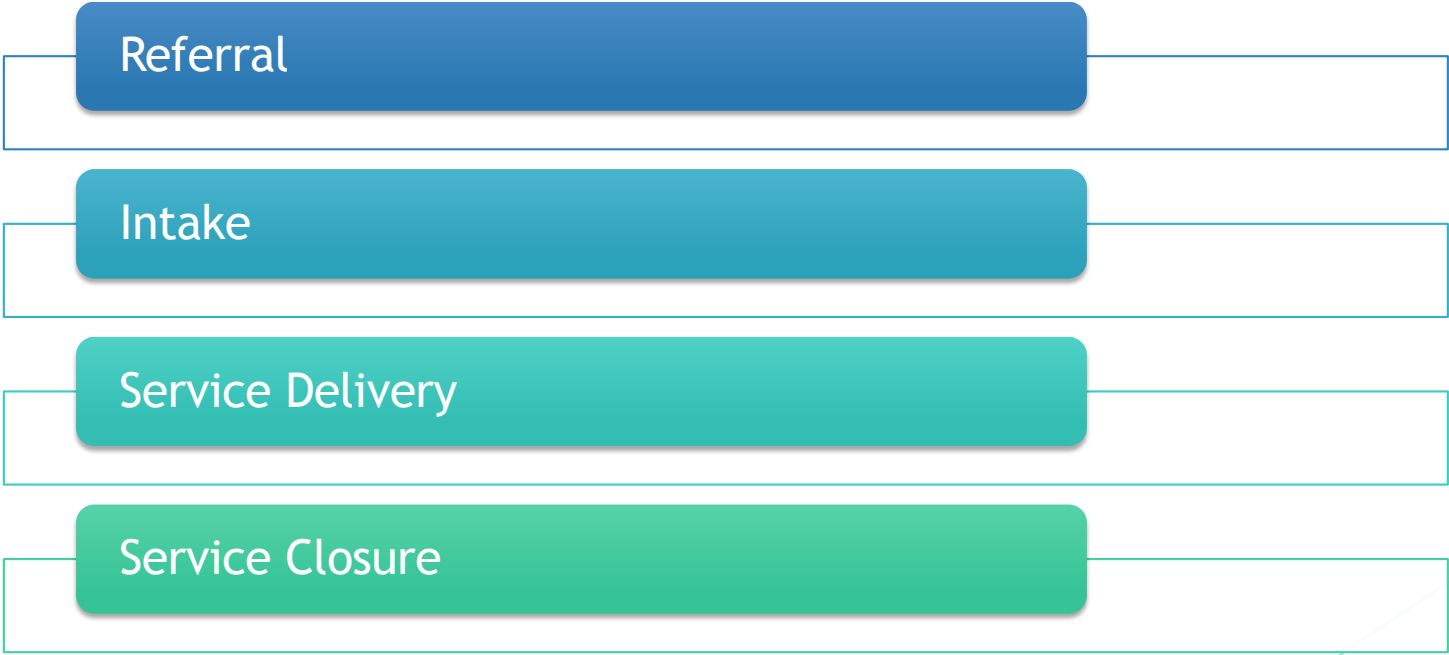
Behaviour Team: Updated Roles

- ▶ Principal of Special Education
- ▶ Special Education Coordinators
- ▶ BMS Consultants and BMS Coaches
- ▶ Behaviour Analyst and Behaviour Assistants
- ▶ Mobile Team Teachers

Breaking Down the Tiers of Behavioural Intervention

Tier 1	Classroom-Based Strategies
Tier 2	Classroom and School-Based Strategies May include Behavioural Support Services
Tier 3	Classroom and School-Based Strategies Behavioural Support Services; may include Enhanced Service

Behavioural Support Services: Updated Service Model



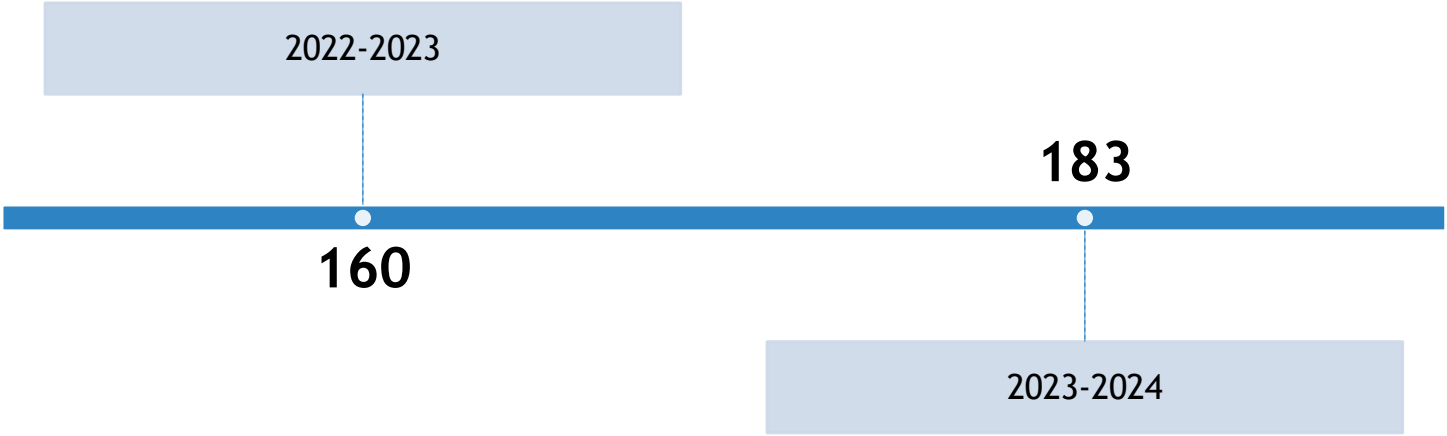
Referral

Intake

Service Delivery

Service Closure

Total Number of Referrals



Suspension Data

SEAC Committee

Nov 21, 2025

Student Achievement Plan: Near North DSB

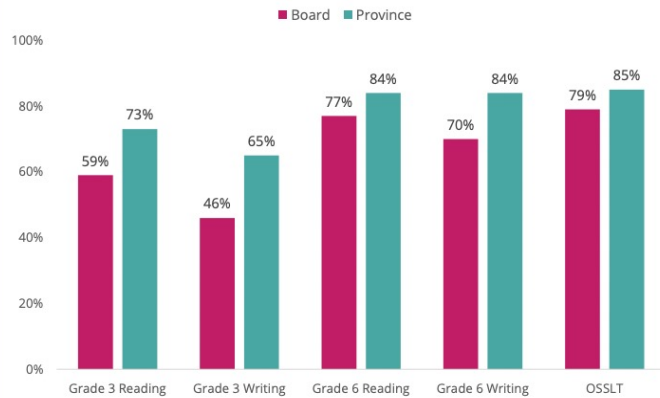
2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

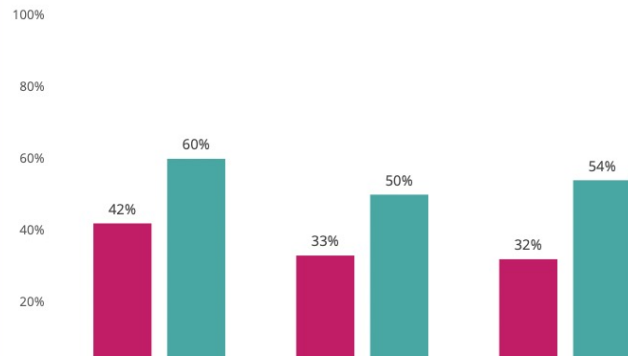
Goal: Improve students' literacy learning and achievement

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



Goal: Improve students' math learning and achievement

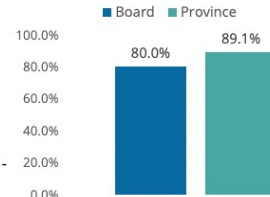
Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



Preparation of Students for Future Success

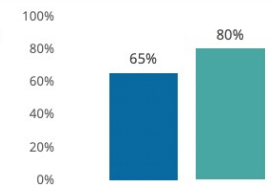
Goal: Improve students' graduation rates and preparedness for future

Measure: % of students graduating with an OSSD within five years of starting Grade 9

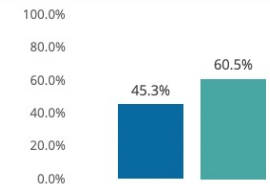


Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.

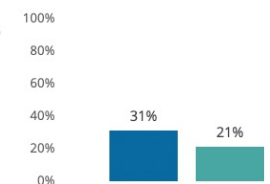
Measure: % of students who earn 16 or more credits by the end of Grade 10



Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



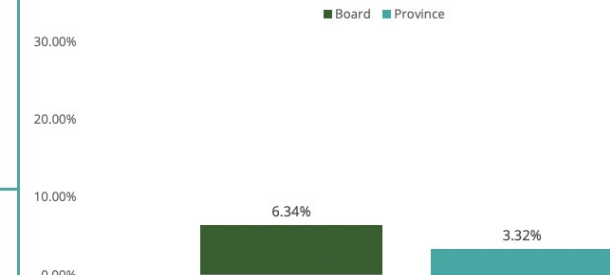
Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e.

Data Forthcoming

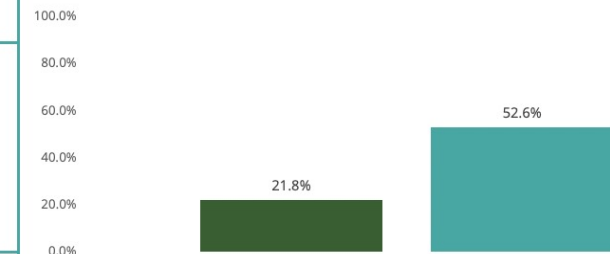
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once



Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

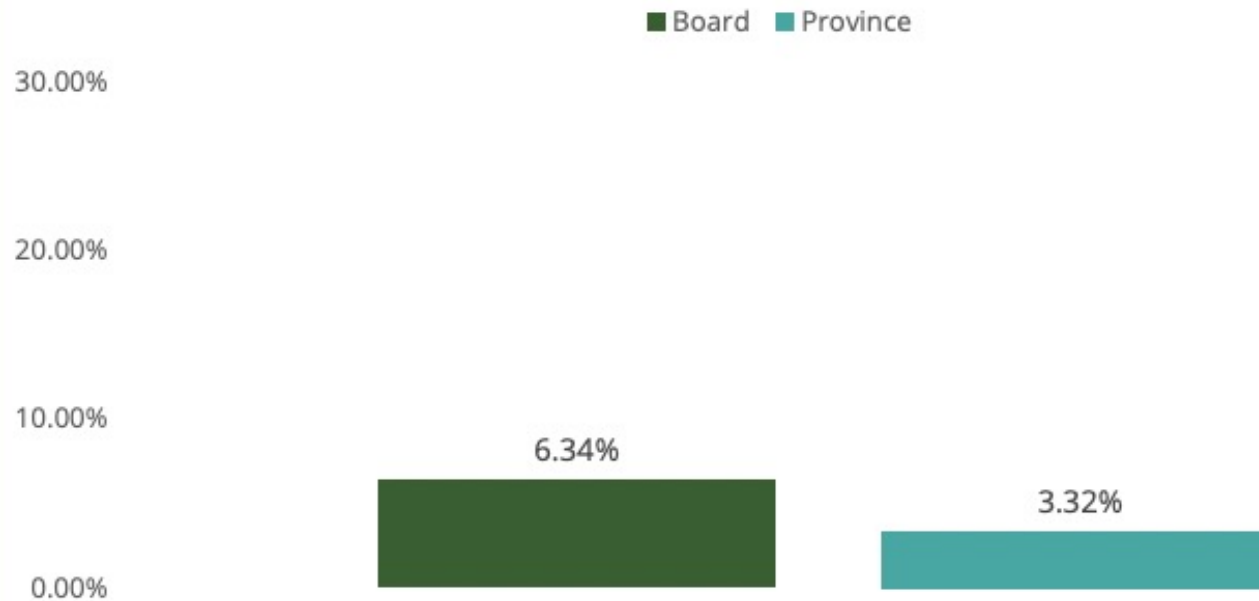
Data Forthcoming

2022-2023 Academic Year

Student Engagement & Well-Being

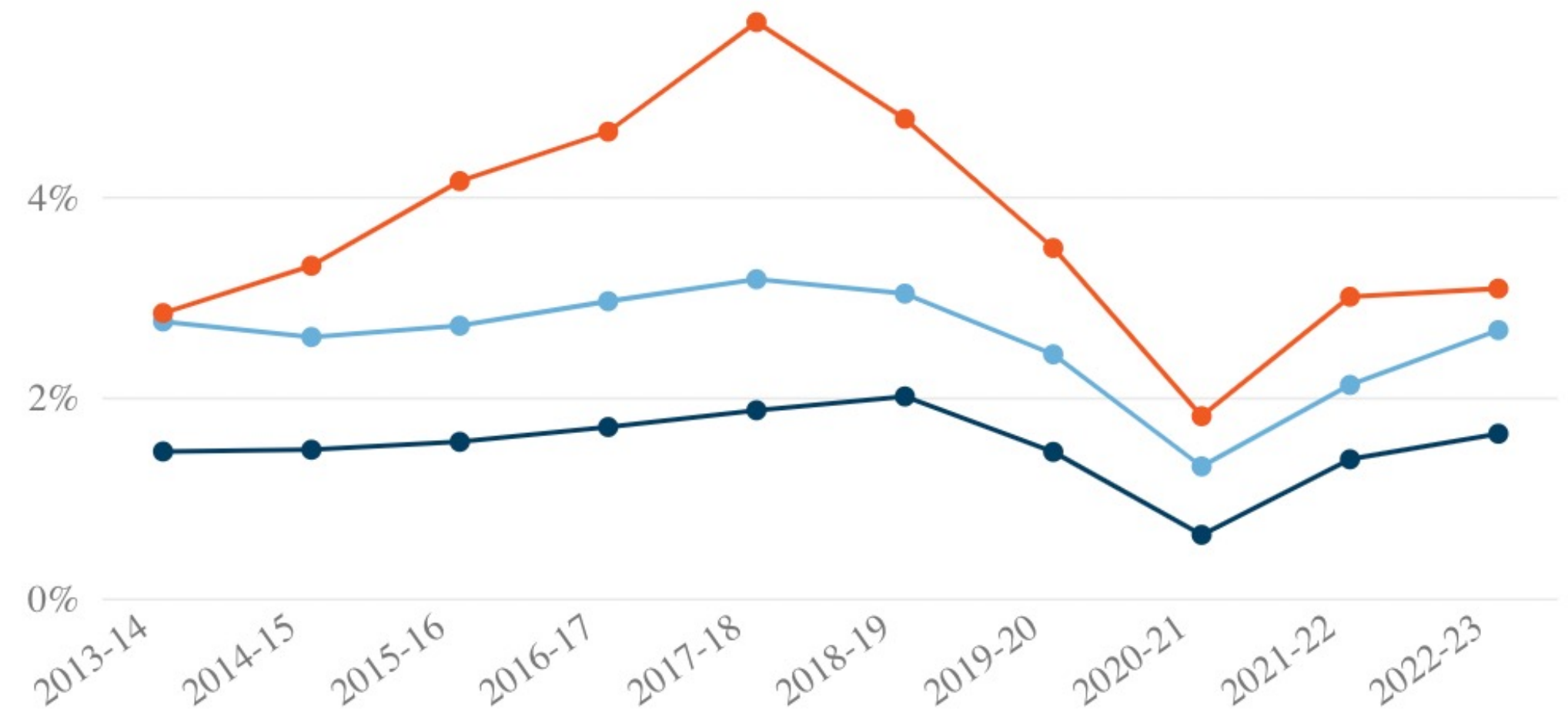
Goal: Improve students' participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once



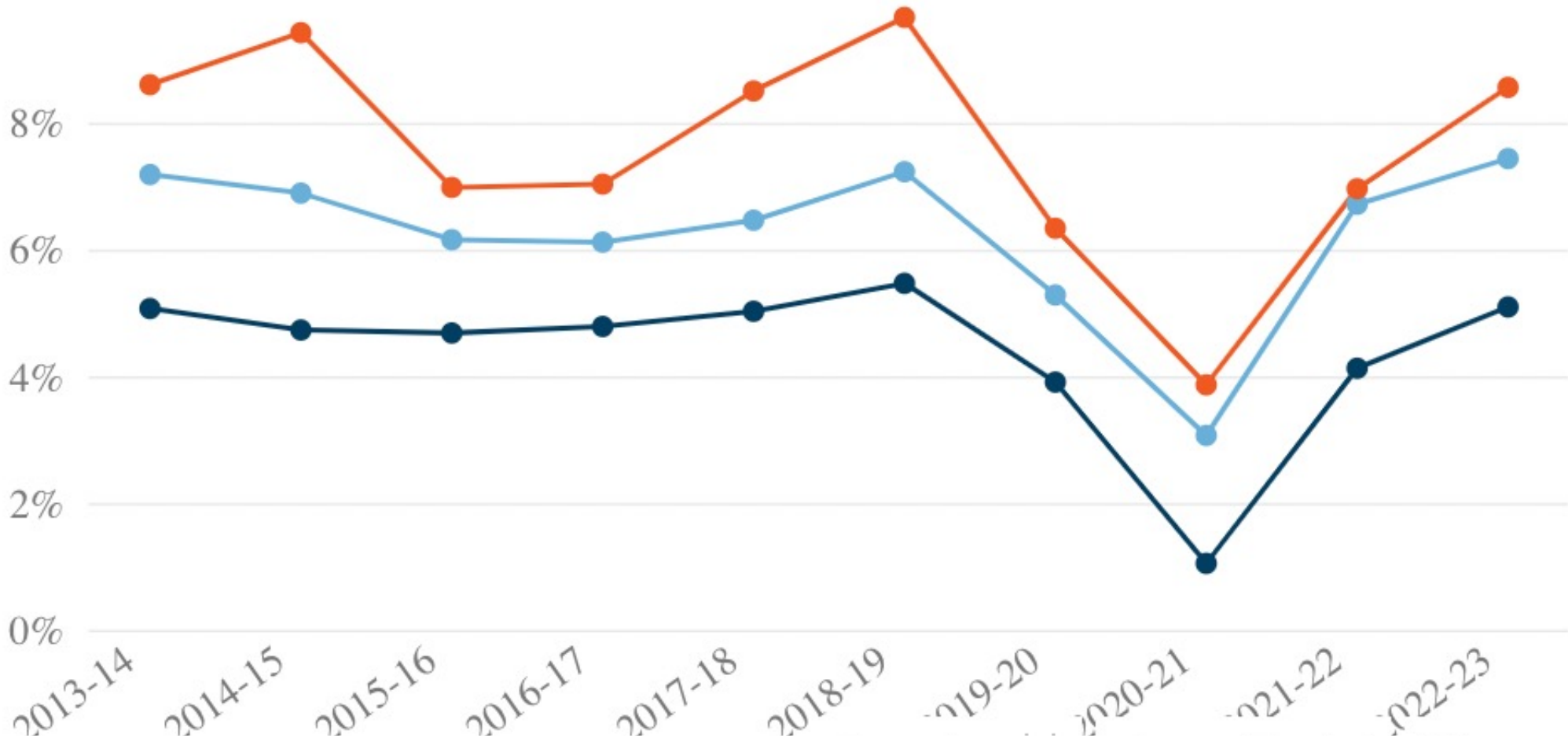
Suspension Rate by Year, Elementary

● Provincial Student Suspension Rate ● Regional Student Suspensio... ● Board Student Suspe...



Suspension Rate by Year, Secondary

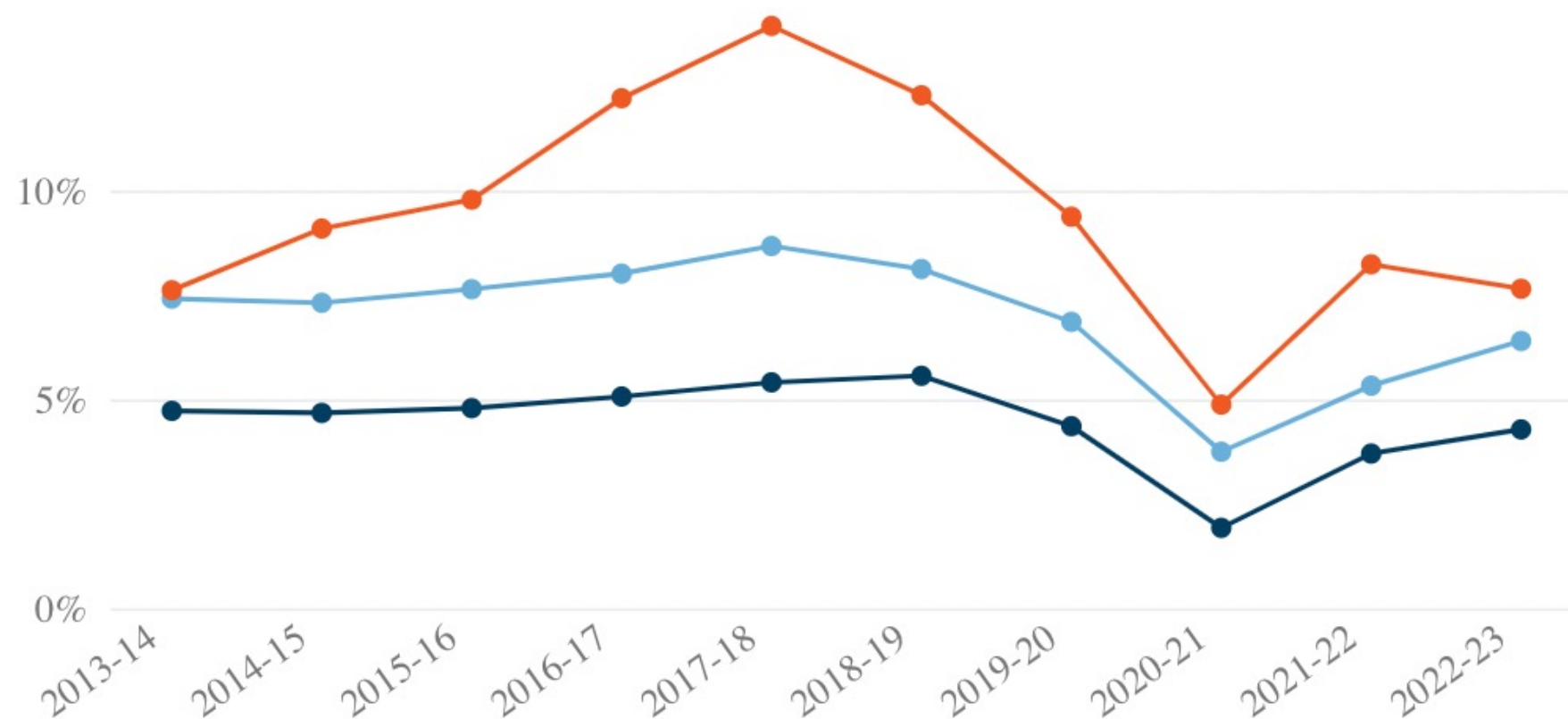
● Provincial Student Suspension Rate ● Regional Student Suspensi... ● Board Student Sus...



Special Education Trends

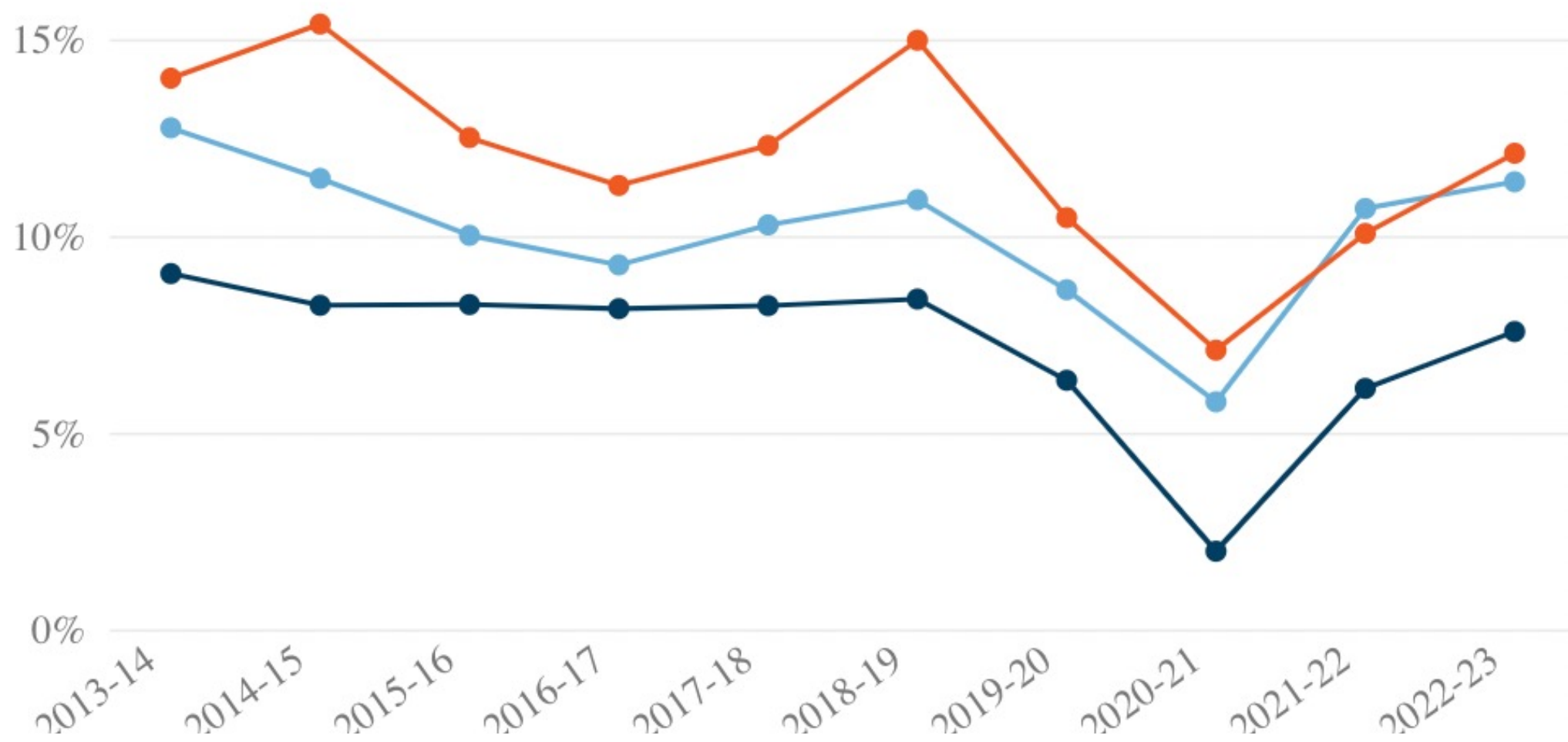
Suspension Rate by Year, Elementary

● Provincial Student Suspension Rate ● Regional Student Suspensio... ● Board Student Suspe...



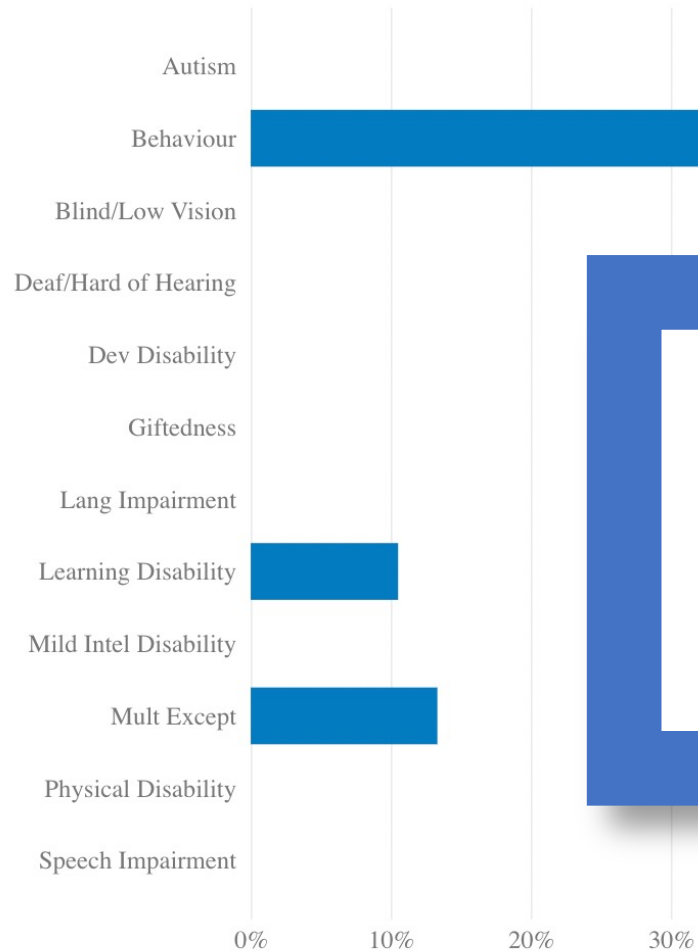
Suspension Rate by Year, Secondary

● Provincial Student Suspension Rate ● Regional Student Suspensi... ● Board Student Sus...



Special Education Snapshot

Board Suspension Rate for Students Receiving Special Education Services



9.68%

Board Suspension Rate

Academic Year

2022-2023



8.51%

Regional Suspension Rate

5.79%

Provincial Rate Student Sus...

Suspension Rate for Students Receiving Special Education Services

Exceptionality ▲	Board Student Count	Board Student Suspended Count	Board Suspension Rate
Autism	220	<10	SP
Behaviour	75	20	33.33%
Blind/Low Vision	<10	0	SP
Deaf/Hard of Hearing	15	<10	SP
Dev Disability	70	<10	SP
Giftedness	<10	0	SP
Lang Impairment	90	<10	SP
Learning Disability	950	95	10.53%
Mild Intel Disability	65	<10	SP
Mult Except	150	20	13.33%
Physical Disability	20	0	0.00%
Speech Impairment	45	<10	SP
Total	1,705	160	9.68%

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Prevention

SAFE SCHOOLS FRAMEWORK

Equity and Inclusivity



Creating Safer Learning Spaces for All Students

Citizenship and Community

Character Education

Student Voice

Student Leadership

Code of Conduct

Student Conduct on the School Bus

Conflict Resolution

Healthy Relationships

Social Emotional Learning Skills

Sportsmanship

Whole School Strategies for Solving Conflicts

Bullying Awareness

Bullying Prevention/Intervention Plans

Cyber Safety

Speak Up, Help Out Campaign

Safer Schools! Reporting Tool

Bullying Awareness and Prevention Week 2024-2025

- "Call It Out" to address racism and discrimination
- Battalion video, school visits and showcase game
- Words Matter Parent Webinar
- SharePoint resources for staff and students



Near North District School Board's Bullying Prevention and Intervention Plan



*Working with students, staff and communities to create safe,
inclusive and welcoming schools for all learners.*

4.0 Prevention

Fostering a positive learning and teaching environment that supports academic achievement and well-being for all students will help reduce the potential for incidents of discrimination, harassment and bullying. Focusing on prevention is critical and must be an ongoing effort throughout the school year.

The steps below outline what schools must do to ensure preventative measures are taken:



1. Establish a safe and accepting schools team
This team is responsible for fostering a safe, inclusive and accepting school climate. It must be chaired by a staff member and include the principal, at least one parent, teacher, non-teaching staff member or community partner. It should also include at least one student.
2. Create an annual Bullying Prevention and Intervention Plan that is responsive to student needs
This plan must be informed by student-centered data sources with input from staff and parents. For more information see Section 5: Plan Development. The plan will identify prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the student population.
3. Establish methods to promote on-going communication
Provide opportunities for regular check-ins with students at risk of engaging in bullying, and those who have witnessed or been affected by bullying. Develop internal structures for staff to document issues that they have addressed. Utilize a consistent office referral system that identifies the reason for referral. Share outcomes of office referral with staff and parents where appropriate.
4. Review supervision plans regularly
Align supervision schedules to account for where and when bullying is most often happening, as identified through student-centered data sources. Consider making changes to grades or number of students in one area. Critically reflect on entry and exit routines to determine if changes to these routines could be made to further decrease opportunities for unwanted student behaviour.

PROGRESSIVE DISCIPLINE PLAN

Alliance Public School



At the School Level: Everyone is Responsible for Creating a Positive School Climate

- Support a safe, inclusive and accepting environment through Safe and Accepting Schools Committee initiatives
- Develop a responsive Bullying Prevention and Intervention Plan annually using student-centered data
- Recognize and celebrate positive attributes/accomplishments at monthly assemblies
- Utilize a restorative approach to repair harm between students where possible
- Respond to student conflict and misconduct in a consistent and timely manner

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Future

Board Suspension Rate for Students Receiving Special Education Services

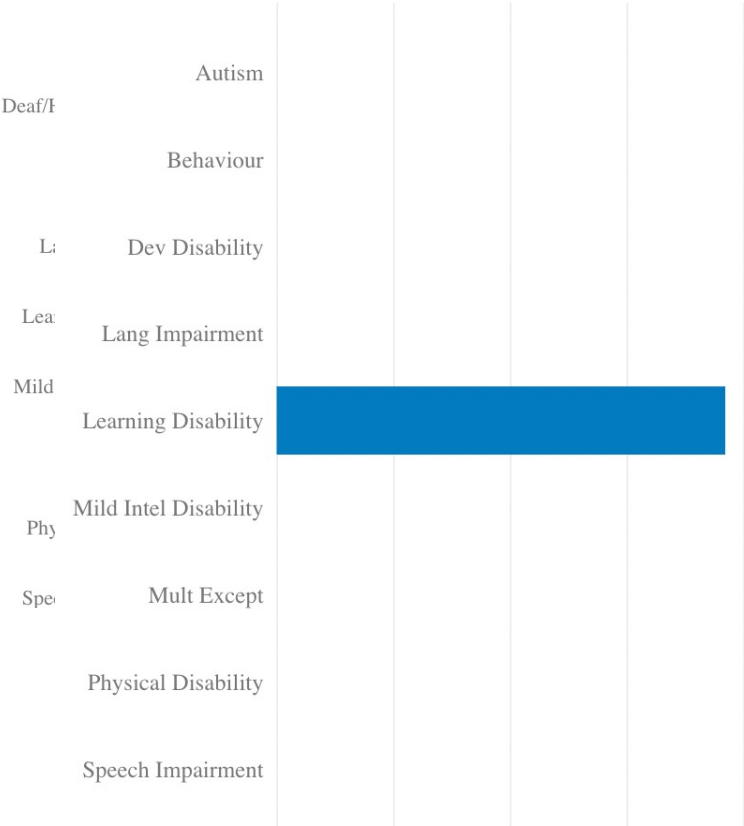
15.79%
Board Suspension Rate

Academic Year

2022-2023

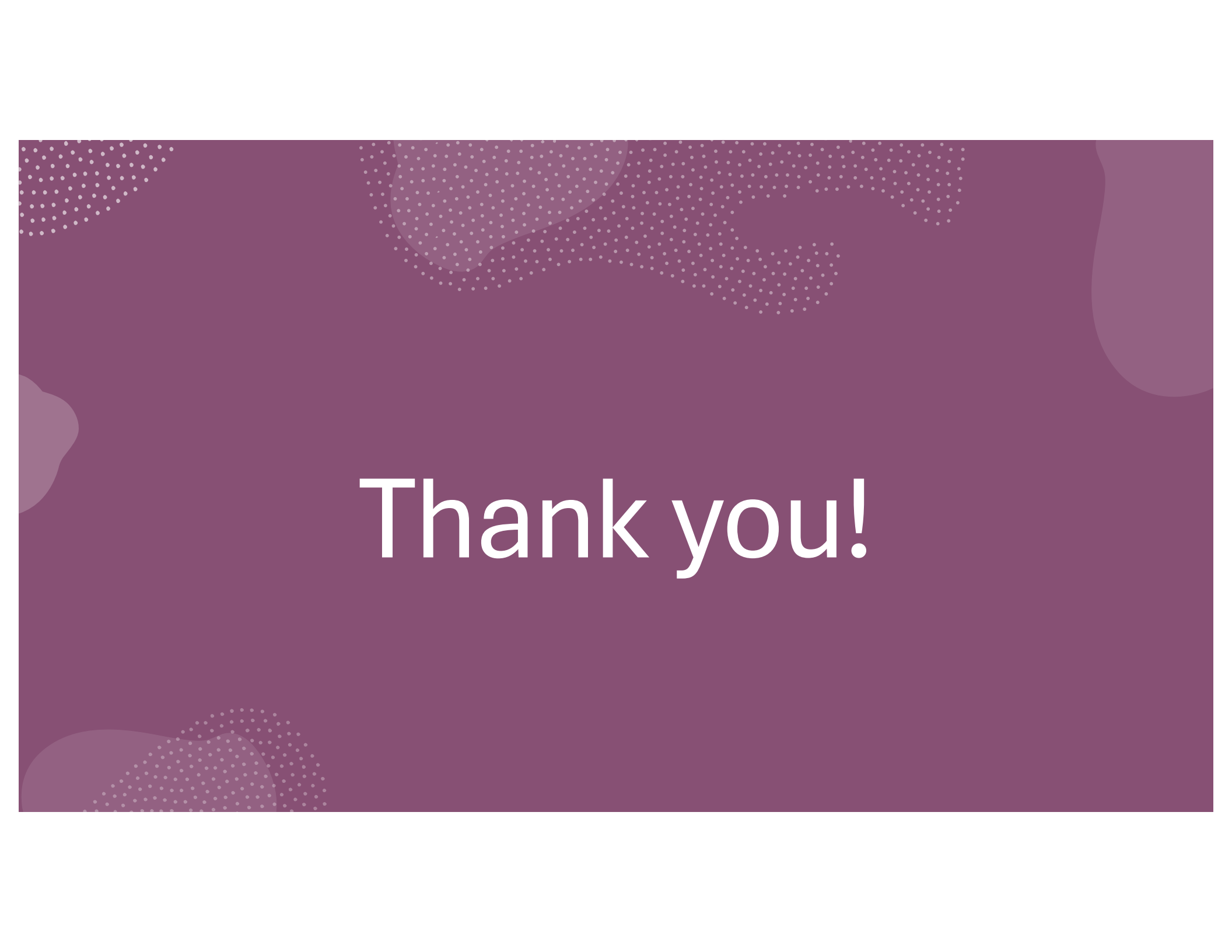
14.78%
Regional Suspension Rate

9.88%
Provincial Rate Student Sus...



Suspension Rate for Students Receiving Special Education Services

Exceptionality	Board Student Count	Board Student Suspended Count	Board Suspension Rate
Autism	15	<10	SP
Behaviour	15	<10	SP
Dev Disability	<10	0	SP
Lang Impairment	<10	0	SP
Learning Disability	130	25	19.23%
Mild Intel Disability	<10	0	SP
Mult Except	10	<10	SP
Physical Disability	<10	0	SP
Speech Impairment	<10	0	SP
Total	190	30	15.79%

The background is a solid purple color. It features several decorative elements: white dotted patterns in the top-left, top-center, and bottom-left corners; and several large, overlapping, organic white shapes that resemble liquid droplets or soft-edged circles, primarily located on the left and right sides.

Thank you!