

PIC Meeting
April 29, 2026, 6pm – 7:30pm
Via Teams

Present

Stephanie Bergman, PIC Chair/SAC Chair
Rebecca Bell, Supervisor of Near North District School Board
Melanie Gray, Superintendent of Teaching and Learning
Kyle Kadlec, Principal of Alliance and PIC Lead
Stephanie Norrie, Executive Assistant
Alison Clarke, Principal of Special Education
Kim Jenkins, Special Education Coordinator
Emily Samuel, Principal of Safe Schools
Niki Hutchinson, North Bay Parry Sound District Health Unit
Gillian Kajganich, Administrator
John Skidmore, SAC Chair
Josh Stockill, SAC Member
Sarah Woolner, Vice Principal of Parry Sound High School
Amanda Meighan, Administrator
Chantelle Link, SAC Chair
Emile Ferlisi, Administrator
Shannon Mahon, Administrator
Margaret Mcdiarmid, Administrator
Joanne Christie, Administrator
Tyson Brear, Administrator
Debbie Newton, Teacher
Alyssa Rowley, SAC Member
Brigid Wright, Administrator
Rebecca Green, SAC Chair
Beauty Libita, Parent
Trisha Baribell, SAC Chair
Rebecca McLure, Teacher
Kayla Heslip, SAC Chair
Jeniese Beatty, SAC Chair
Candace Poitras, Parent

Call to Order- Chair Bergman at 6:00 pm

Land Acknowledgement- SO Gray

Welcome and Introduction of the Ministry-Appointed Supervisor for Near North District School Board, Rebecca Bell – SO Gray

- SO Gray introduced the newly appointed Supervisor of the Near North District School Board, Rebecca Bell. Supervisor Bell brings more than 20 years of experience in communications, corporate leadership, and community development. Her expertise spans strategic partnerships, public affairs, communications, governance, and budgeting. These skills will strongly support the Board's ongoing work to strengthen relationships, enhance decision-making, and advance shared priorities.
- Originally from Ontario, Supervisor Bell has spent the past 27 years living and working in Newfoundland, where she developed deep connections with communities and organizations through her leadership roles.
- SO Gray extended a warm welcome to Rebecca, noting her commitment to working collaboratively in service of students, staff, and communities.
- Supervisor Bell expressed enthusiasm about joining the group and noted that she will be replacing the Minister on the PIC committee going forward.
- Furthermore, Supervisor Bell is now in her third week in the role and is learning all about the Near North District School Board and education sector. She took the opportunity to highlight how supportive and knowledgeable the Near North staff have been and their direct impact on bringing her up to speed on the strengths of the Board and the issues currently being addressed.
- Supervisor Bell concluded by expressing appreciation for being included, an eagerness to hear the upcoming presentations, and a commitment to working collaboratively with the committee moving forward.

Approval of the Agenda

Motioned by Josh Stockill, seconded by Gillian Kajganich. *Carried.*

Approval of the Minutes of the February 19, 2026, meeting

Motioned by Josh Stockill, seconded by Gillian Kajganich. *Carried.*

Attendance Poll

Principal Kadlec encouraged participants to share their names and roles within the chat if they were unable to access the in-meeting poll.

There were 30 total participants, identifying in the following groups:

- Parent / Guardian- 5
- SAC Chair / Co-Chair - 6
- Teacher / Other School Staff- 1
- School Administrator (Principal / Vice-Principal)- 11
- Community Partner- 1
- NNDSB Central Staff / Other NNDSB Representative- 5
- Ministry of Education Representative- 1

Presentations

Individual Education Plans (IEPs) and Identification Placement and Review Committee (IPRCs) Process

- Please see the attached document to review the presentation that Alison Clarke, Principal of Special Education and Kim Jenkins, Special Education Coordinator, delivered.

Community Culture Upholding the Code of Conduct

- Please see the attached document to review the presentation that Emily Samuel, Principal of Safe Schools, delivered.

Pro-Grant Update

- Principal Kadlec provided an update on PRO Grant Applications and Subcommittee Approvals
 - Principal Kadlec listed the schools that submitted successful applications for the 2025/2026 school year.
- Reminder to submit PRO Grant Feedback via Forms Survey as previously distributed in email to administrators.
- Pro-Grant initiatives
 - Evergreen Heights Education Centre – SAC Secretary Alyssa Rowley
 - Alyssa explained that their rural community school faces challenges like poverty, food insecurity, bullying, and racism, which can affect student learning. To help strengthen character and community, the council has invited Q-Mack, an Indigenous NBA entertainer and

speaker, known for his basketball tricks and work with stars like Steph Curry and LeBron James.

- On June 4, Q-Mack will deliver a multimedia family presentation focused on seven character traits; attitude, leadership, love, self-control, teamwork, accountability, and respect (an acronym spelling ALLSTAR. The event is intended to bring families and the school together in support of students. The SAC is excited and grateful for the funding that made the presentation possible, and they expect strong turnout given the school's sports focused culture.
- Whitestone Lake Central School – SAC Chair Rebecca Green
 - Rebecca shared Whitestone's pine car derby event where families made small cars together.
 - Not only was there a stem/educational component tied to the cars, but a strong sense of school community was fostered when families supported other families in the making of the cars.
 - The evening event highlighted how to use Edsby and grow the school's communications.
 - An impressive 75% of the overall school community participated in the event
- South River Public School SAC Chair Jeniese Beatty
 - Jeniese Beatty thanked the group for the program funding that made their initiative possible. Their school is hosting a STEM program with Science North, beginning with a daytime session for students. The hope is that students will go home excited about what they learned and encourage their families to attend the evening Science North event, where light snacks will be provided. The school typically sees strong turnout at family events, and they expect this one, which is scheduled for June 4 at 5:00 pm, to be well attended as well.

NNDSB PIC Webpage Feedback Survey Results

- Due to time constraints, Principal Kadlec suggested moving the discussion surrounding the NNDSB PIC Webpage

Closing Remarks

- Chair Bergman reminded everyone to check out the SAC Chair Forum Edsby page

- Principal Kadlec reminded participants of the upcoming PIC Meeting, tentatively scheduled for June 3, 2026.
- Agenda Items are due to Principal Kadlec/Chair Stephanie Bergman by May 4, 2026

Adjournment at 7:28 pm

Unofficial

PARTNERING FOR SUCCESS:

IEP DEVELOPMENT AND UNDERSTANDING THE IPRC PROCESS

Near North District School Board
Special Education Department



WHAT IS AN IEP?

(Individual Education Plan)

An individual education plan (IEP) is a written plan that describes special education programs, accommodations and services that a school board will provide for a student.

The IEP must include:

- child's strengths, needs and specific expectations
- special education programs and services
- methods by which a child's progress will be reviewed
- transition plan

A school must develop your child's IEP in consultation with you or, if your child is 16 years or older, with your child.

Source: <https://www.ontario.ca/page/individual-education-plans>

WHAT IS AN ACCOMMODATION?



Students Requiring Accommodations Only:

- Some students with special education needs are able, with certain “accommodations”, to participate in the regular grade or course curriculum and to demonstrate learning independently
- Accommodations allow the student with special education needs to access the curriculum without changes to the regular expectations

Source: <https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/planning-for-students-with-special-education-needs>

3 TYPES OF ACCOMMODATIONS?



- **Instructional Accommodations**
- **Environmental Accommodations**
- **Assessment Accommodations**

Source: <https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/planning-for-students-with-special-education-needs>

Type	What It Means	Examples
Instructional Accommodations	Changes to how the student learns or receives information—without changing the curriculum expectations.	<ul style="list-style-type: none"> • Visual schedules or picture cues • Breaking tasks into smaller steps • Re-teaching using different strategies • Choice of materials, tools, manipulatives • Assistive technology (e.g., text-to-speech)
Environmental Accommodations	Adjustments to the learning environment to help with focus, comfort, and participation.	<ul style="list-style-type: none"> • Preferential seating • Quiet workspace for independent work • Sensory tools (fidgets, noise-reducing headphones) • Reduced classroom distractions • Clear routines and predictable transitions
Assessment Accommodations	Changes to how a student shows what they know during assessments—without altering the expectations.	<ul style="list-style-type: none"> • Extra time • Questions read aloud • Scribing responses • Completing the task in a quiet space • Oral responses instead of written
Modifications	Changes to what the student is expected to learn. The curriculum expectations are adjusted to better match the student’s learning needs.	<ul style="list-style-type: none"> • Working on expectations from a different grade level • Reduced number or complexity of learning expectations • Using simplified reading materials • Adjusted math expectations (e.g., focusing on adding to 10 instead of grade-level expectations) • Personalized learning goals tied to the student’s abilities

WHAT ARE MODIFICATIONS?



Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs.

These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Source: <https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/components-iep>



WHAT ARE ALTERNATIVE EXPECTATIONS?

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum.

- Not derived from a provincial curriculum policy document or
- Are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student's educational program and
- Alternative expectations are considered to constitute alternative programs or alternative courses.

Source: <https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/components-iep>

IEP TIMELINE

An **IEP must be developed within 30 school days of the exceptional student's placement in a special education program.**

“Placement” will be taken to mean one of the following:

- the first day of a student's attendance in the new special education program specified in the IPRC's statement of decision
- the first day of the new school year or semester in which the student is continuing in a placement subsequent to its confirmation by the annual IPRC review
- the first day of the student's enrolment in a special education program that the student begins in mid-year or mid-semester as a result of a change of placement

PARENT/STUDENT CONSULTATION

The principal ensures that:

- parents and the student (if the student is 16 years of age or older) are consulted
- that a copy of the IEP is provided to the parents and the student

A form documenting consultations with a parent and the student (if 16 or older) must be prepared and attached to the student's IEP.

The consultation log within the IEP will provide details related to parent/guardian/student consultation throughout each school year.

<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/components-iep#section-9>

PARENT CONSULTATION FORM

Dear Parents/Guardians,

As part of the individual education plan (IEP) development process, we consult with parents/guardians, students and educators. Your child's individual plan is currently being created and/or updated. Parents/guardians and student's themselves have important roles in the development of an IEP.

An IEP is a written, individualized plan that describes special education programs, accommodations and services that a school board will provide for a student who has special education needs and/or disabilities.

This is your opportunity to provide feedback and information that will help to inform your child's plan.

IEP Consultation Form:

Student's Legal Name: _____ Grade: _____

Area	From the Parent/Guardian/Student Perspective
Areas of Strength In what area(s) does your child demonstrate strength?	
Areas for Growth In what area(s) does your child require support?	
Areas of Interest What does your child like to do?	
Learning Goal What are the most important things your child needs to learn this year?	
Transition Planning What transition supports are needed for your child as they move from class to class/program to program/school to school? What are your child's goals for after secondary school?	

- This is my written feedback to inform my child's IEP.
- I require accommodations (an interpreter, translator or alternate format) to provide feedback. Please contact me.

(Parent/Guardian signature)

(Date)

Note: Please sign and return this letter to your child's school Differentiated Learning Resource Teacher (DLRT) or Special Education Classroom Teacher.

TRANSITION PLANS

- Transition plans must be developed for all students with an IEP
- Plans are developed as part of the IEP and stored in the OSR
- Parent(s), Guardian(s), Student and other involved parties (outside agencies, etc) need to be involved in creating transition plans
- Plans are reviewed as part of the IEP review and updated where appropriate

Source: <https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/transition>

THE IPRC

- An IPRC is a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student's needs.
- All school boards must establish one or more IPRCs.
- An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.
- A school board trustee may not be a member of an IPRC. (See Ontario Regulation 181/98, sections 10 and 11)

Source: <https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/identification>

THE ROLE OF THE IPRC

An IPRC must:

- invite the parent and (sometimes) the student to attend the IPRC meeting
- review information about the student
- describe the student's strengths and needs
- decide whether or not the student should be identified as exceptional
- identify the area(s) of the student's exceptionality or exceptionalities, according to the categories and definitions of exceptionality provided by the Ministry of Education
- decide on an appropriate placement for the student
- provide reasons for the placement (if deciding for a placement in a special education class)
- discuss proposals for special education programs and services (if the parent, or the student age 16 or over, requests it)
- review the identification and placement at least once in each school year, unless the parent gives written notice dispensing with the review

Source: <https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/identification>

REQUESTING AN IPRC MEETING

The parents of an exceptional child have the right to request that the principal refer their child to an IPRC.

According to the regulation, the principal of the student's school:

- must refer the student to an IPRC upon receiving a written request from the parent
- may, with written notice to the parent, refer the student to an IPRC

If a parent makes a written request for an IPRC, the principal must follow the school board procedure in arranging for the IPRC meeting. Neither the board nor the principal can refuse the request as long as the child's exceptionality meets Ministry criteria for exceptionality.

Within fifteen days of receiving a written request from the parent, or giving the parent notice of a referral, the principal must provide to the parent:

- an acknowledgement of the parent's request (if the IPRC is being convened at parental request);
- a copy of the school board's special education guide for parents;
- a written statement indicating approximately when the IPRC will meet.

CATEGORIES OF EXCEPTIONALITY

There are 5 categories and 12 definitions of exceptionalities.

- **Behavioural:**

- behaviour

- **Intellectual:**

- giftedness
- mild intellectual disability
- developmental disability

- **Communicational:**

- autism
- deaf and hard-of-hearing
- language impairment
- speech impairment
- learning disability

- **Physical:**

- physical disability
- blind and low vision

- **Multiple:**

- multiple exceptionalities

*ADHD is not currently considered an exceptionality.

Source:

<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/categories#section-1>

Parent Resources:

Parents- Ministry of Education

<https://www.dcp.edu.gov.on.ca/en/parents>

Special Education-Ministry of Education

<https://www.ontario.ca/page/special-education>

Growing Success-Ministry of Education

<https://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Creating Pathways to Success-Ministry of Education

<https://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

Near North District School Board Special Education

<https://www.nearnorthschools.ca/parents/special-education/>



963 Airport Road, PO Box 3110,
North Bay, ON, P1B 8H1
705-472-8170

Scan the QR Code to go directly to
the Near North District School Board
Special Education section of the
website



Our Mission is 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.



Community Culture: Upholding the Code of Conduct

Positive School Climate

- ✓ everyone in the school community feels safe, included and accepted
- ✓ everyone actively promotes positive behaviours and interactions
- ✓ equity and inclusive education are embedded in the learning environment
- ✓ there is a culture of mutual respect



Promoting positive experiences!

- ✓ Safe Schools Framework
- ✓ Bullying Prevention and Intervention Plan, Week and Activities throughout the year
- ✓ Staff Resources including Bullying Prevention and Awareness SharePoint
- ✓ Identifying areas of concern and addressing them at the desk, classroom, school and district level
- ✓ School-led initiatives

Code of Conduct

- ✓ For everyone: students, staff, parents/guardians, visitors
- ✓ Encourages respect, fair treatment, honesty
- ✓ Disallows swearing, abuse, bullying, unsafe conduct
- ✓ Promotes a path of civility, particularly when there are disagreements

Parents' Role in the Code:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- make sure their child is properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the board's code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child

Enforcing the Rules

Schools must enforce the provincial Code of Conduct standards.

Procedures must distinguish between:

- **students:** schools use a progressive discipline approach to enforce standards
- **staff:** school boards create and apply discipline policies and procedures consistent with labour contracts
- **broader school community:** school boards must have procedures that address improper conduct by parents/guardians, volunteers, visitors or other persons

Schools must document every step in addressing known, unacceptable behaviour.

Progressive Discipline

- ✓ Context
- ✓ Mitigating Factors
- ✓ Suspensions and Expulsions
- ✓ Restorative Practices

*"We are in the business of
education."*

- EMILY SAMUEL

Context

- ✓ Kids don't exist in a vacuum
- ✓ Social interactions are complex
- ✓ Child Development (age and stage)
- ✓ Peer Dynamics
- ✓ Classroom, School Culture and Educational-focus
- ✓ Recess Expectations

Mitigating Factors

- the pupil's history
- whether a progressive discipline approach has been used with the pupil
- whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- Impact on pupil's education
- age of the pupil
- Identifications, via IEP, accommodations or other disabilities
- whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct

Suspensions and Expulsions

- ✓ Consequences and Solutions
- ✓ Progressive Discipline in the context of Suspensions/Expulsions
- ✓ 306 versus 310 infractions
- ✓ Grade 4 and above
- ✓ Return to school meeting
- ✓ Documentation in the student's Ontario Student Record



306. (1) A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. uttering a threat to inflict serious bodily harm on another person
2. possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user,^[21] cannabis
3. being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis
4. swearing at a teacher or at another person in a position of authority.
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
6. bullying
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the board



310. (1) A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. possessing a weapon, including possessing a firearm
2. using a weapon to cause or to threaten bodily harm to another person
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
4. committing sexual assault
5. trafficking in weapons or in illegal drugs
6. committing robbery
7. giving alcohol or cannabis to a minor

7.1 Bullying, if,

1. the pupil has previously been suspended for engaging in bullying
2. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person

7.2 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

8 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

Restorative Practices

- ✓ Community Circles
- ✓ Eliciting Student Voice for Bullying Prevention and Intervention Plans
- ✓ NNDSB's Mental Health Team, trained by IIRP
- ✓ Hearing others' perspectives
- ✓ Can be used to solve big issues when both parties are open to participating genuinely

Further Supports

We support students in a variety of ways, depending on identified areas of need:

- **Behaviour Support Team**
- **Staff Training and Resources**
- **Special Education**
- **Calling In and Calling Out Racism and Discrimination**



92.8%

OF STUDENTS IN GRADES 4-6 FEEL LIKE THEY ARE A PART OF
THE SCHOOL COMMUNITY



Emily Samuel
Principal of Safe Schools

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