

SPECIAL EDUCATION PLAN

2026-27



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
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SEAC RECOMMENDATION RE: ANNUAL REVIEW

Special Education Plan 2026-27 be approved as amended and forwarded to the Near North District School Board with recommendation for approval.

Moved by: Tammy Adjoudj

Seconded by: Caroline Labrecque

CARRIED

Date: May 27, 2026

RESOLUTION

RE: The ANNUAL SPECIAL EDUCATION REPORT on the PROVISION of SPECIAL EDUCATION PROGRAMS and SERVICES 2025-26.

Special Education Plan

That the Near North District School Board approve the updated Special Education Plan 2026-27 as presented to the Special Education Advisory Committee on May 27, 2026.

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:** 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.
- **Philosophy:** The Near North District School Board is committed to providing inclusive learning environments for students with exceptionalities. The Board supports the integration of students into regular classroom settings whenever such placements effectively meet their educational needs. A continuum of programs, services and specialized placements is maintained to ensure that each student receives the level of support required for their individual learning needs. Placement decisions are made in collaboration with parents/guardians and are based on the best interests of the student, consistent with provincial legislation and Board procedures.

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

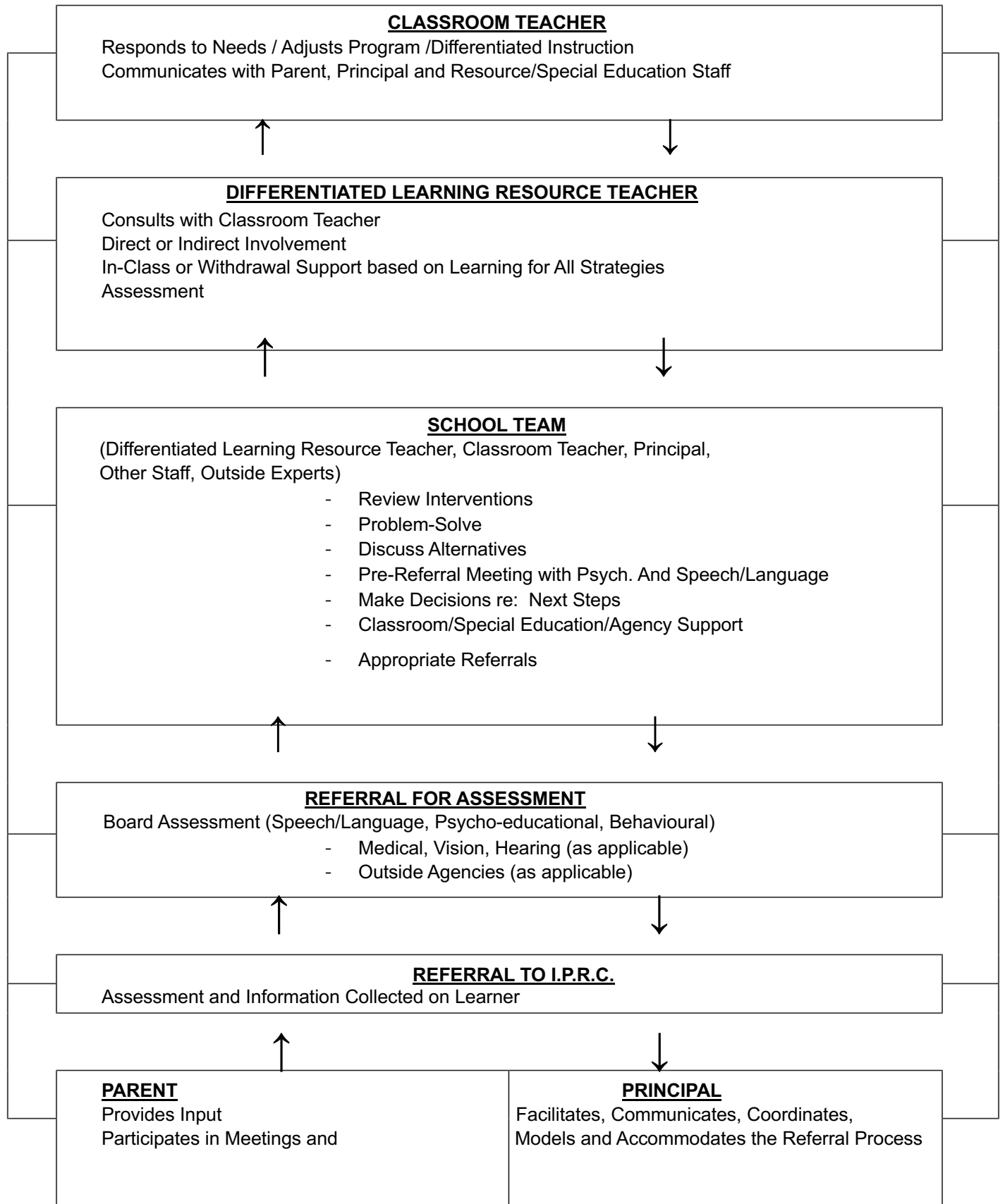
- The Board's Ends Policy E-4 was revised in April 2003 and states: "Students with special physical, cognitive, social or cultural needs achieve their personal potential" is further interpreted to include, but not limited to, an increased percentage of "identified" special education students achieve 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.

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 forms.

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:

- 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 8, 2026, for the previous school year are as follows: Total of IPRC new referrals is 225; total number of reviews is 375; 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.
- NNDSB recognizes that external agency partnerships are collaborative arrangements that support publicly funded and/or government-mandated services for students. Agencies may provide services within NNDSB schools, including assessments, only as approved by NNDSB, and only for specific students or programs for which referral and consent requirements have been met.
- Private practitioners' access to NNDSB schools is not the preferred model and will be considered only in rare and exceptional circumstances, where no reasonable alternative exists and where NNDSB and the parent/guardian agree necessity has been demonstrated. Any approval is discretionary, time-limited, supervised, non-precedential, and revocable at any time.
- Classroom observations by external agencies or private practitioners are generally not permitted. In lieu of direct observation, NNDSB Principals can facilitate the completion of objective measures, such as rating scales and checklists, provided by external agency or private practitioner. Where observations are required to inform

programming, they may be conducted in collaboration with NNDSB staff at the discretion of the Principal.

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 28.
- 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 16 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 the 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
	Care and Treatment Education Programs	At-risk and identified students who cannot attend regular classes because of their primary need for care and/or treatment	The Referral Package completed by the parent, school and the agencies involved. Day Treatment Admission Team Meeting.	Determined by level of need and resources available, as described in the Education Map.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA for ADMISSION	ADMISSION PROCESS	CRITERIA for DETERMINING LEVEL of SUPPORT
Communicational 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 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 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 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 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 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 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 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

IEP

REASON FOR DEVELOPING THE INDIVIDUAL EDUCATION PLAN

STUDENT PROFILE

Name:

Gender:

School:

DOB:

OEN:

Principal:

Grade:

School Year:

Last IPRC:

Placement:

IPRC Waived Date:

Placement Start:

Exceptionality:

SOURCES CONSULTED

Sources Consulted in the Development of the IEP

ASSESSMENT DATA

Information Source	Date	Summary of Results
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HEALTH SUPPORT SERVICES

Health Support Services

INDIVIDUALIZED EQUIPMENT

Product	Type
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STRENGTHS & NEEDS

Assessed Strengths	Assessed Needs

SUBJECTS/PROGRAMS

Subjects, courses or alternative programs to which the IEP applies.

Course	Designation	Teacher
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HUMAN RESOURCES (Teaching/Non-Teaching Support Staff)

Name	Frequency	Duration	Provided By
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PROVINCIAL EXEMPTIONS

Permitted Accommodations	Exemptions

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Programming
Baseline Level of Achievement
Annual Program Goals

Expectations	Teaching Strategies	Assessment Methods

REPORTING DATES

Reporting Dates	
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TRANSITION PLAN

A Transition Plan must be developed for all students with special education needs who have an IEP, from Kindergarten to Grade 12, as per Regulation 181/98, PPM 140 and PPM 156 (including those identified as exceptional solely on the basis of giftedness).

Transition Goal:			
Action	Responsibility	Due Date	Date Completed

IEP DEVELOPED BY

Name	Position

PARENT/STUDENT CONSULTATION

Date	Activity	Outcome

The Principal has the legal requirement to implement and monitor the IEP.

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

Involvement of Parent/Guardian and Student (if student is 16 or older).

I was given the opportunity to contribute to the development of the IEP and give permission for the IEP to be shared with the school board teaching staff involved in transition planning.

- ☐ 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.

PROVINCIAL and DEMONSTRATION SCHOOLS in ONTARIO

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 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)
- Roberts 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	School for the Deaf, Blind, and Deafblind
255 Ontario Street South Milton, ON L98 2M5 Tel. (905) 878-2851 Fax (905) 878-5405	Centre Jules-Leger 281 rue Lanark Ottawa, ON Tel. (613) 761-9300 Fax (613) 761-9301
Schools for the Deaf	Provincial Demonstration Schools
The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Tel. (905) 878-2851	The Ministry of Education provides the services for four provincial demonstration schools for Ontario children with severe learning disabilities.

Fax (905) 878-5405 The Robarts School for the Deaf 1515 Cheapside Street London, ON NV5 3N9 Tel. (519) 453-4400 Fax (519) 453 7943 The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P1B2 Tel. (613) 967-2823 Fax (613) 967-2857	These schools are the following: Amethyst School 1515 Cheapside Street London, ON N5V 3N9 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
School for the Blind and Deafblind	Provincial Demonstration Schools
W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Tel. (519) 759-0730 Fax (519) 759-4741	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 are currently two students from the Near North District School Board attending provincial and/or demonstration schools. One student attends Ernest C. Drury School for the Deaf in Milton and one attends Sagonaska in Belleville.

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 2025 - 2026

Special Education Staff	FTE	Staff Qualifications
Teachers for Resource Withdrawal Programs (Elementary)	32.75	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	178	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 Behaviour Assistant BMS Coach	2.0 2.0 2.0	Elementary and Secondary - Child and Youth Worker Diploma and/or Equivalent
Registered Behaviour Analyst	1.0	Master's Degree with Specialization in ABA
Teachers for Resource Withdrawal Programs (Secondary)	11.08	Minimum of Special Education Part I Qualifications
Teachers for Special Education Classes (Secondary)	14.5	Minimum of Special Education Part I Qualifications (most have Specialist Qualifications)

STAFF DEVELOPMENT 2025 - 2026

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 Principals/Vice-Principals, DLRTs, Special Education Classroom Teachers and Educational Assistants.

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.

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

In-service for specific groupings:

Principals:

- Educational Technology (RISE)
- Behaviour Management Systems Training
- IEP Development (inc. Transition Planning)
- IPRC Process and Timelines

Educational Assistants

- Health and Safety workshops, on-line training
- Strategies for Students with Challenging Behaviour/Behaviour Management Systems
- Demystifying Oppositional Behaviour
- Universal Design for Learning Communication Strategies
- Behaviour Workshops
- Strategies to Support Students with Blind Low Vision and Deaf and Hard of Hearing Needs
- Best Practices to Support Inclusion

Special Education Teachers (DLRTs)

- LEARNStyle Coaching for students with SEA Equipment
- Speech and Language Referral Model in partnership with One Kids Place
- Supports for students with diagnoses transitioning to post-secondary school
- Assessments for Placement Purposes within a Specialized Class
- Mental Health Referrals
- RISE Software
- Modified and Alternative Programming
- Supporting Student Transitions using the Transition Plan within the IEP
- Transition Planning for Students with Complex Special Education Needs
- IPRC Process and Timelines
- IEP Development and Refinement
- SEA Equipment and SEAit Software

Special Education Classroom Teachers

- Modified and Alternative Programming
- Transition Planning for Students with Complex Special Education Needs
- Supporting Student Transitions using the Transition Plan within the IEP
- Assessments for Placement Purposes within a Specialized Class
- Mental Health Referrals
- IPRC Process and Timelines
- IEP Development and Refinement
- SEA Equipment and SEAit Software

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 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 2025 - 2026 was approximately \$40,000.

Staff Awareness of Special Education Plan and Professional Development

- Copy of Special Education Plan is available on board website
- Principal Updates
- Edsby
- System Special Education 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.
- Students with physical disabilities 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 2025 – 2026

MEMBER	AFFILIATION	ADDRESS	ALTERNATE
Director Jay MacJanet	Near North DSB	Jay.MacJanet@nearnorthschools.ca	
<u>CHAIR</u> Candy St. Onge	Almaguin Highlands Community Living	cstonge@ahcl.org	
<u>VICE CHAIR</u> Leigh Armstrong	Community Living Parry Sound	larmstrong@clps.ca	
Caroline Labrecque	Nipissing First Nation	carolinel@nfn.ca	Geraldeana Goulais gerryg@nfn.ca
Laura Hansman	Ontario Parents of Visually Impaired Children (OPVIC)	hansmanlaura@yahoo.ca	
Tammy Adjouj	Nipissing Down Syndrome Society	Tammyadjoudj@gmail.com nipissingdownsyndrome@gmail.com	
Chris Guillemette	Community Living North Bay	cguillemette@clnb.org	
Carol Couillard	Nbisiing Secondary School	carolec@nbisiing.com	
BOARD RESOURCES			
Tim Graves- Executive Superintendent of Education	Near North DSB	Timothy.Graves@nearnorthschools.ca	
Stephanie Norrie – Executive Assistant	Near North DSB	Stephanie.Norrie@nearnorthschools.ca	
Alison Clarke Principal of Special Education	Near North DSB	Alison.Clarke@nearnorthschools.ca	
Kim Gignac - Special Ed. Coordinator - North	Near North DSB	Kimberley.Gignac@nearnorthschools.ca	
Lisa Paradis - Special Ed. Coordinator - East/West	Near North DSB	Lisa.Paradis@nearnorthschools.ca	
Kim Jenkins Coordinator - Temp	Near North DSB	Kim.Jenkins@nearnorthschools.ca	
<u>Requirement - Meeting Time and Locations Indicator:</u> • All meetings are available via Microsoft Teams Platform • Meetings typically begin at 1:00 p.m. and are held monthly between September and June.			

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 2025 - 2026 school year, SEAC made the following motions:

1. That Candy St. Onge be acclaimed as the Chair of SEAC for a one-year term, effective immediately and ending in June 2026.
2. That Leigh Armstrong be acclaimed as the Vice-Chair of SEAC for a one-year term, effective immediately and ending in June 2026.
3. Approval of the 2025/26 SEAC Meeting Dates with amended dates in December and June.

Changes to the proposed dates include:

- December's meeting will take place on December 10, 2025
- June's meeting will take place on June 10, 2026.

4. Be it resolved that the Near North District School Board SEAC makes the following budget recommendations to the Near North District School Board:

Recommendation 1- The SEAC for the NNDSB supports increasing staffing levels for employee groups that have specialized qualifications to directly support students with special education needs (including, EAs and DLRTs). The SEAC also supports, at least, maintaining central staffing support personnel as aligned with the tiered model of support.

Recommendation 2- The SEAC for the NNDSB supports additional funds be allocated to provide a consistent multi-disciplinary model and approach within schools, so that internal collaboration occurs formally within schools and so that external community agencies/partners have various opportunities to collaborate with school teams.

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

Recommendation 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.

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

Recommendation 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.

Recommendation 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.

Recommendation 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.

5. Be it resolved that the Near North District School Board SEAC approves the SEAC Terms of Reference as revised effective April 22, 2026.
6. Be it resolved that the Special Education Plan updates be approved as amended and forwarded to the Near North District School Board with recommendation for approval on May 27, 2026.
7. That the SEAC recommends updating The Parent Guide (to include language geared to the parent audience).
8. SEAC Participated in the following activities:
 - Annual review of Special Education Plan.
 - Review of budget and financial information of the Board as related to Special Education.
9. SEAC had presentations on the following topics:
 - Student Achievement Plan
 - Special Education Budget
 - Math Interventions and Programming Supports
 - Literacy Intervention
 - EQAO
 - Safe Schools – Discipline, Safety and Current Trends
 - Skills for Early Learning Classroom at Woodland Public School

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/email 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 Care and Treatment Education 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	
ABI	Acquired Brain Injury
ADHD	Attention Deficit Hyperactivity Disorder
ADP	Assistive Devices Program
ASD	Autism Spectrum Disorders
ASL	American Sign Language
BEA	Behaviour Expertise Amount
CAS	Children's Aid Society
CD	Conduct Disorder
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
MCCSS	Ministry of Children, 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
CASLPO	College of Audiologist and Speech Language Pathologists of Ontario

OSSTF	Ontario Secondary School Teachers Federation
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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
SIP	Student Incidence Portion
SAL	Supervised Alternative Learning
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-IV	Wechsler Individual Achievement Test – Fourth 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