



Meeting of the Board

Tuesday, June 24, 2025, at 5:00 p.m.
Schumacher Board Office and Microsoft Teams Meeting

AGENDA

Item	Topic	Presenter	Page
1.0	Call to Order		
	Motion: THAT the Board reconvene in regular session		
1.1	Territorial Acknowledgement		
1.2	Quorum		
	Motion: THAT the Board approve the absence of the following Trustees from the June 10, 2025, meeting of the Board:		
1.3	Approval of the Agenda		
	Motion: THAT the Board approve the agenda for the Meeting of the Board dated June 10, 2025, as amended:		
	Addition:		
	3.0 Reports		
	3.5 Principal and Vice-Principal Transfers and Placements		
1.4	Declaration of Conflict of Interest		
2.0	Consent Agenda		
2.1	Minutes of the Meeting of the Board held June 10, 2025		3
2.2	Minutes of the Finance and Property Committee meeting held June 10, 2025		7
2.3	Minutes of the Director Performance Appraisal Committee meeting held June 10, 2025		9
2.4	Minutes of the Joint Transportation and Governance Committee Meeting held May 8, 2025		11
2.5	Policy & Procedure 1.2.18 – Professional Student Services Personnel Performance Appraisal		13
2.6	Policy & Procedure 2.1.4 – Volunteers in Schools		64
2.7	Policy & Procedure 2.1.16 – Home Instruction		79
2.8	Policy & Procedure 2.1.21 – Crisis Prevention Intervention		90
2.9	Policy & Procedure 2.1.23 Revocation – Supporting Student Behaviour that is Violent and Aggressive		113
2.10	Policy & Procedure 2.1.33 – Fees for Learning Materials and Activities		133
2.11	Cash Disbursements Report – May 2025		139
2.12	2024-2025 Math Action Plan		140
	Motion: THAT the Board approve the consent agenda as follows:		
	Consent Agenda Items for approval:		
	2.1 Minutes of the Meeting of the Board held June 10, 2025		
	2.2 Minutes of the Finance and Property Committee meeting held June 10, 2025		
	2.3 Minutes of the Director Performance Appraisal Committee meeting held June 10, 2025		
	2.4 Minutes of the Joint Transportation and Governance Committee meeting held May 8, 2025		
	2.5 Policy 1.2.18 – Professional Student Services Personnel Performance Appraisal		
	2.6 Policy 2.1.4 – Volunteers in Schools		
	2.7 Policy 2.1.16 – Home Instruction		
	2.8 Policy 2.1.21 – Crisis Prevention Intervention		
	2.9 Policy 2.1.23 Revocation – Supporting Student Behaviour that is Violent and Aggressive		
	2.10 Policy 2.1.33 – Fees for Learning Materials and Activities		
	2.11 Cash Disbursements Report – May 2025		
	Consent Agenda Items for receipt:		

	2.5 Procedure 1.2.18 – Professional Student Services Personnel Performance Appraisal		
	2.6 Procedure 2.1.4 – Volunteers in Schools		
	2.7 Procedure 2.1.16 – Home Instruction		
	2.8 Procedure 2.1.21 Crisis Prevention Intervention		
	2.9 Procedure 2.1.23 Revocation – Supporting Student Behaviour that is Violent and Aggressive		
	2.10 Procedure 2.1.33 – Fees for Learning Materials and Activities		
	2.12 2024-2025 Math Action Plan		
3.0	Reports		
3.1	Chair Report	Chair Pye-Reasbeck	144
	Motion: THAT the Board receive the Chair Report		
3.2	Student Trustee Report	Student Trustees	
	Motion: THAT the Board receive the Student Trustee Report		
3.3	Summer Learning	Administrative Council	145
	Motion: THAT the Board receive the Summer Learning Report		
3.4	Draft Special Education Plan	Superintendent Pladzyk	147
	Motion: THAT the Board receive the draft Special Education Plan		
3.5	2025-2026 Principal and Vice-Principal Transfers and Placements	Director Dye	224
	Motion: THAT the Board receive the Principal and Vice-Principal Transfers and Placements		
4.0	Monitoring		
4.1	2025-2026 Budget Approval	Superintendent Edwards	225
	Motion: THAT the Board establish the total staff complement for the 2025-2026 year at 1,105.7 FTE		
	Motion: THAT the Board approve the 2025-2026 Operating Budget Estimates in the amount of \$162,894,070		
	Motion: THAT the Board approve the 2025-2026 Capital Budget Estimates in the amount of \$18,877,078		
4.2	2025-2029 Strategic Plan Monitoring Plan	Director Dye	242
	Motion: THAT the Board receive the 2025-2029 Strategic Plan Monitoring Plan		
5.0	Other Business		
5.1	OPSBA 2025 Jack A. MacDonald Award of Merit – Indigenous Student Trustee Hindle		
	Motion: THAT the Board receive the OPSBA 2025 Jack A. MacDonald Award of Merit report		
5.2	OPSBA Annual General meeting Trustee Report		
	Motion: THAT the Board receive the OPSBA Annual General meeting Trustee Report		
6.0	Items for Future Meetings		
7.0	Adjournment		
	Motion: THAT we do now adjourn		



Meeting of the Board

Tuesday, June 10, 2025, at 6:15 pm
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

Bob Brush
Jonathan Byer, Vice-Chair
Dennis Draves
Crystal Hewey
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck, Chair
Doug Walsh
Larry Wiwchar

EXCUSED TRUSTEE ABSENCES

Howard Archibald
Steve Meunier

STUDENT TRUSTEES PRESENT

Alexandra Gauthier
Aiesha Hindle

STUDENT TRUSTEES ABSENT

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance and Treasurer
Al McLean	Superintendent of Education and Human Resources
Chad Mowbray	Superintendent of Education
Steven Pladzyk	Superintendent of Education

RECORDING SECRETARY

Melanie Demers Executive Assistant to the Director of Education Lesleigh Dye

STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education, Lesleigh Dye
Andréanne Denis	Communications Officer
Larry Souliere	Information Services Coordinator

IN-CAMERA SESSION

NIL

CALL TO ORDER

The Regular Session meeting was called to order at 6:15 p.m. by Chair Pye-Reasbeck

9232-25 PEEVER / WALSH

THAT the Board resolve into a committee of the whole

CARRIED**TERRITORIAL ACKNOWLEDGEMENT**

The meeting opened by respectfully acknowledging being situated on the Traditional Territory of the Cree, Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Métis who have chosen to settle in this area.

TRUSTEE ABSENCE**9233-24 POCHOPSKY / HEWEY**

THAT the Board approve the absence of the following Trustees from the June 10 meeting of the Board:

Trustee Archibald

Trustee Meunier

APPROVAL OF THE AGENDA**9234-25 DRAVES / PEEVER**

THAT the Board approve the agenda for the Meeting of the Board dated June 10, 2025, as amended:

5.0 Other Business

5.2 OPSBA Report

CARRIED**DECLARATION OF CONFLICT OF INTEREST**

Trustees were asked to declare conflicts of interest as they arise and must do so in writing in the log kept in the Chair's office.

Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.

CONSENT AGENDA**9235-25 BRUSH / WIWCHAR**

THAT the Board approve the consent agenda as amended:

Consent Agenda Items for approval:

2.1 Minutes of the Meeting of the Board held May 20, 2025

2.2 Minutes of the Strategic Planning Committee meeting held May 20, 2025

2.3 Minutes of the Human Resources Committee meeting held May 20, 2025

Consent Agenda Items for receipt:

2.4 Policy & Procedure 1.2.18 – Professional
Student Services Personnel Performance
Appraisal

2.5 Procedure 2.1.1 – Student Travel – Field Trips

2.6 Policy & Procedure 2.1.4 – Volunteers in
Schools

2.7 Policy & Procedure 2.1.16 – Home Instruction

2.8 Policy & Procedure 2.1.33 – Fees for Learning
Materials and Activities

CARRIED

REPORTS

9236-25 PEEVER / BYER

THAT the Board receive the Chair Report

CARRIED

9237-25 HEWEY / DRAVES

THAT the Board receive the Director's Report

CARRIED

Student Trustee Report

Student Trustees attended the OSTA-AECO annual general meeting, where Summer Nickoshie has been elected the secretary of the Indigenous Student Trustee Council.

The final Senate meeting for the year was held, and the majority of senators are eligible for the honorarium based on attendance this year.

Next year's focus for the senate will surround career awareness and focus on information and resources available.

9238-25 WALSH / HEWEY

THAT the Board receive the Student Trustee Report

CARRIED

MONITORING

9239-25 DRAVES / PEEVER

THAT the Board receive the Student Achievement
Presentation

CARRIED

9240-25 WIWCHAR / HEWEY

THAT the Board receive the June Strategic Plan
Vignette

CARRIED

OTHER BUSINESS

9241-25 WALSH / BRUSH

THAT the Board receive the DSB1 Procedures
Process

CARRIED

9242-25 DRAVES / WIWCHAR

THAT the Board receive the OPSBA Report

CARRIED

9243-25 PEEVER / POCHOPSKY

THAT the Board receive the revised policy and procedure 2.1.21 – Crisis Prevention Intervention

CARRIED

9244-25 WALSH / BRUSH

THAT the Board receive the revised policy and procedure 2.1.23 – Revocation – Supporting Student Behaviour that is Violent and Aggressive

CARRIED

ADJOURNMENT

9245-25

THAT we do now adjourn

CARRIED

The meeting was adjourned at 7:36 p.m.

SECRETARY OF THE BOARD

CHAIR OF THE BOARD



Finance and Property Committee

Tuesday, June 10, 2025, at 4:00 p.m.
Schumacher Board Office
153 Croatia Avenue, Schumacher, ON

MINUTES

TRUSTEES PRESENT

Bob Brush
Dennis Draves
Jonathan Byer-Chair
Crystal Hewey
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck
Douglas Walsh
Larry Wiwchar

TRUSTEES ABSENT

Howard Archibald
Steve Meunier

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance and Treasurer
Al McLean	Superintendent of Education/Human Resources
Chad Mowbray	Superintendent of Education
Steve Pladzyk	Superintendent of Education

ADMINISTRATION ABSENT

RECORDING SECRETARY

Jessica Hardy	Executive Assistant to the Superintendent of Business/Finance
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STAFF PRESENT

Andréanne Denis	Communications Manager
Melanie Demers	Executive Assistant to the Director of Education

CALL TO ORDER

Jonathan Byer, Chair of the Finance and Property Committee, called the meeting to order at 4:00 p.m.

DRAVES / POCHOPSKY

THAT this Finance and Property Committee resolve into a Committee of the Whole.

CARRIED

APPROVAL OF THE AGENDA

BRUSH

THAT the agenda for the Finance and Property Committee Meeting dated June 10, 2025, be approved.

CARRIED

CONFLICT OF INTEREST

Trustees declaring a conflict of interest must do so in writing, with a log kept on file by the Chair. Trustees declaring a conflict are to leave the meeting space/disconnect from Teams at the time of the discussion and will receive a text/notification from the Superintendent of Business when they are welcome to join.

REGULAR SESSION**ACCUMULATED SURPLUS STUDENT IMPACT**

HEWEY

THAT this Finance and Property Committee receive the Accumulated Surplus Student Impact presentation.

IN-CAMERA SESSION

WALSH

THAT this Finance and Property Committee resolve into a Committee of the Whole In-Camera.

CARRIED

POCHOPSKY

THAT this Finance and Property Committee now reconvene in regular session.

CARRIED

RISE

PEEVER

THAT this Finance and Property Committee now rise.

CARRIED

The committee rose at 5:02 p.m.



Director Performance Appraisal Committee

Tuesday, June 10, 2025

Microsoft Teams and Schumacher Board Office

MINUTES

TRUSTEES PRESENT

Jonathan Byer
Dennis Draves
Crystal Hewey – Chair
Brian Peever
Cindy Pye-Reasbeck
Doug Walsh

APPROVED TRUSTEE ABSENCES

Howard Archibald

ADMINISTRATION PRESENT

Lesleigh Dye Director of Education

RECORDING SECRETARY

Melanie Demers Executive Assistant to the Director of Education Lesleigh Dye

CALL TO ORDER

Crystal Hewey, Chair of the Director Performance Appraisal Committee, called the meeting to order at 7:44 p.m.

PEEVER / WALSH

THAT this Director Performance Appraisal Committee resolve into a Committee of the Whole.

CARRIED

ADOPTION OF THE AGENDA

PEEVER

THAT the agenda for the Director Performance Appraisal Committee Meeting dated June 10, 2025, be approved.

CARRIED

CONFLICT OF INTEREST

Trustees declaring a conflict of interest were asked to do so in writing, with a log kept on file by the Chair. Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.

DIRECTOR PERFORMANCE PLAN

PYE-REASBECK

THAT this Director Performance Appraisal Committee receive the Director Performance Appraisal Plan.

CARRIED

OTHER BUSINESS

NIL

RISE AND REPORT

WALSH

THAT this Director Performance Appraisal Committee now rise.

CARRIED

The meeting was adjourned at 8:54 p.m.

North East Tri-Board Student Transportation

Service du transport scolaire des trois-conseils du Nord Est

11 of 242



SCHOOL BUS SERVICE TO THE SCHOOL DISTRICTS OF COCHRANE AND TIMISKAMING
LE TRANSPORT SCOLAIRE AUX DISTRICTS SCOLAIRE DE COCHRANE ET TIMISKAMING

JOINT TRANSPORTATION AND GOVERNANCE Committee

Thursday, May 08, 2025, at 10:00 a.m.
Microsoft Teams

MINUTES

PRESENT

Ryan Hartling	Transportation Supervisor
Liliane Francis	Conseil Scolaire Public du Nord-Est de l'Ontario
Natalie Joncas-Raymond	Conseil Scolaire Public du Nord-Est de l'Ontario
Yves Laliberte	Conseil Scolaire Public du Nord-Est de l'Ontario
Lisa Edwards	District School Board Ontario North East
Rosemary Pochopsky	District School Board Ontario North East -Chair
Elizabeth King	Northeastern Catholic District School Board
Keld Scott	Northeastern Catholic District School Board
Glenn Sheculski	Northeastern Catholic District School Board
Trisha Weltz	Northeastern Catholic District School Board

ABSENT

Jonathan Byer	District School Board Ontario North East
David Bernotas	Conseil Scolaire Public du Nord-Est de l'Ontario
Lesleigh Dye	District School Board Ontario North East

RECORDING SECRETARY

Jessica Hardy	Executive Assistant District School Board Ontario North East
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CALL TO ORDER

Rosemary Pochopsky, Joint Transportation and Governance Committee Chair called the meeting to order at 10:02 a.m.

CARRIED

APPROVAL OF AGENDA

FRANCIS

THAT the agenda for the Joint Transportation and Governance Committee dated My 08, 2025, be approved.

CARRIED

NORTH EAST TRI-BOARD STUDENT TRANSPORTATION

APPROVAL OF THE MINUTES FEBRUARY 20, 2025

KING

THAT the minutes for the Joint Transportation and Governance Committee dated February 20, 2025, be approved.

CARRIED

2024-2025 TRANSPORTATION BUDGET UPDATE

Superintendent Edwards provided an update on the transportation budget, highlighting the actual costs for 2024-2025 and noting that there were no unexpected expenses. The update was provided as of May 1, 2025, some operator invoices may not have been received as of the update, but it is expected to be under budget due to driver shortage cancellations.

The Transportation Supervisor explained that fewer floating monitors were used, and some runs had full-time monitors, due to identified student needs. They also started using Go Pros as an alternative to floating monitors.

OTHER BUSINESS

- i. **2024-2025 JOINT TRANSPORTATION AND GOVERNANCE COMMITTEE MEETING SCHEDULE**
TBD, 2025- 10:00 am

ADJOURNMENT

JONCAS

THAT this Joint Transportation and Governance Committee now adjourn.

CARRIED

The committee adjourned at 10:15 a.m.



PROFESSIONAL STUDENT SERVICES PERSONNEL PERFORMANCE APPRAISAL

1.0 Rationale

Performance Appraisal is an ongoing, constructive, cooperative process which helps the staff of District School Board Ontario North East to foster an attitude leading to lifelong learning and professional growth, instructional excellence, and job satisfaction. This in turn enhances learning for students.

2.0 Definitions

Professional Student Services Personnel (PSSP): at District School Board Ontario North East includes Child and Youth Workers, Attendance Counsellors, Indigenous Student Advisors and, Regional School Social Workers.

Child and Youth Workers: work closely with students, teachers, administration, and parents to support the social, emotional and behavioural needs of individual and/or groups of students.

Attendance Counsellors: work collaboratively with school personnel, students, parents/guardians and an interdisciplinary team of other professionals to ensure that each child's right to an education is protected.

Indigenous Student Advisors: are responsible to liaison and advocate for Aboriginal children in a school setting. This includes building relationships with adults and children to strengthen individual capacity for understanding Aboriginal cultures.

Regional School Social Workers **School Social Worker:** offer consultative support to PSSPs, school personnel, students and families, and act as a liaison with community agencies.

3.0 Policy

District School Board Ontario North East is committed to ensuring that this policy outlines a set of procedures to provide the framework for ongoing professional growth and performance appraisal of the professional practices of Professional Student Services Personnel.



PROFESSIONAL STUDENT SERVICES PERSONNEL PERFORMANCE APPRAISAL

Procedures:

- 1.0 The PSSP will create an annual growth plan to establish professional learning goals.
- 2.0 The employee's immediate supervisor will provide an appraisal of the PSSP.
- 3.0 A performance appraisal will occur as per the probationary period as defined by the collective agreement. Subsequent performance appraisals must occur once every three years. The immediate supervisor may conduct additional appraisals at any time deemed necessary.
- 4.0 Completed performance appraisals will be sent to Human Resources with copies being routed to the employee file.
- 5.0 Nothing in the set of procedures will contravene the collective agreement.

PSSP Annual Growth Plan (Appendix A)

- 1.0 This will be a self-directed process, which will be completed annually between PSSP performance appraisals.
- 2.0 In consultation with the employee's immediate supervisor, the PSSP will determine an appropriate goal for growth based on the PSSP's last appraisal and will draft an Annual Growth Plan. This plan will outline the areas for growth, strategies and resources, target dates for completion and overall review and suggestions.
- 3.0 The PSSP and the employee's immediate supervisor will agree on the time-line for implementing the Annual Growth Plan, methods for monitoring growth, specific indicators of growth and procedure for reporting.
- 4.0 The Annual Growth Plan will be reviewed with the employee's immediate supervisor by the end of the school year.

Performance Appraisals

All PSSPs will be appraised using the performance appraisal tool specific to their job classification:

- ~~Child and Youth Worker (Appendix B)~~
- ~~Attendance Counsellor (Appendix C)~~
- ~~Indigenous Student Advisor (Appendix D)~~
- ~~Regional School Social Worker (Appendix E)~~
- Performance Framework – Child and Youth Worker (Appendix B)
- Performance Appraisal – Child and Youth Worker (Appendix C)

- Performance Framework – Attendance Counsellor (**Appendix D**)
- Performance Appraisal - Attendance Counselor (**Appendix E**)
- Performance Framework – Indigenous Student Advisor (**Appendix F**)
- Performance Appraisal – Indigenous Student Advisor (**Appendix G**)
- Performance Framework – School Social Worker (**Appendix H**)
- Performance Appraisal – School Social Worker (**Appendix I**)

Appraisal of Probationary PSSPs

- 1.0 The employee's immediate supervisor will appraise each PSSP during the probationary period as defined by the Collective Agreement.
- 2.0 The report will result in a recommendation for action.

Appraisal of PSSP Worker Performance

- 1.0 The employee's immediate supervisor will appraise the performance of the PSSP once every three (3) years or as required.
- 2.0 At the beginning of the appraisal cycle, the employee's immediate supervisor will meet with the PSSP to discuss key performance objectives and related performance criteria for the review period as listed in Part A of the Performance Appraisal.
- 3.0 The employee's immediate supervisor will prepare the final summary review and evaluation using Part C of the Performance Appraisal. The employee's immediate supervisor will then meet with the PSSP to review the results and, if required, agree to an action plan to enhance performance. The employee will then comment on his or her own performance.
- 4.0 A copy of the Performance Appraisal will be placed in the PSSP's personnel file.

Appraisal of PSSP resulting in a Satisfactory Rating (Appendix F**) (**Appendix H**)**

- 1.0 If a PSSP receives a Satisfactory rating, the PSSP and Supervisor must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the PSSP's annual growth plan.

Appraisal of PSSP Resulting in an Unsatisfactory Rating (Appendix F**)**

(Appendix J**)**

First Unsatisfactory Rating

- 1.0 When a PSSP has received an Unsatisfactory performance appraisal, the Supervisor must ensure that they receive the support, guidance, and monitoring necessary to enable them to improve their performance within a given period.
- 2.0 Within 15 school days of the PSSP receiving the rating, the Supervisor must provide the PSSP with an Improvement Plan that provides a written explanation of what is lacking in the PSSP's performance and sets out the recommended steps and actions the PSSP should take to improve it. The plan will also indicate assistance to be provided, indicators of success, a time-line for improvement, and method of assessment.
- 3.0 The PSSP is responsible for undertaking the steps set out in the Improvement Plan. At the request of either party, the PSSP and Supervisor must meet to discuss the outcome of the appraisal process after the PSSP receives a copy of the completed summative report and Improvement Plan signed by the Supervisor

Timing of a Second Appraisal Following the First Unsatisfactory Appraisal Rating

- 1.0** The interval between the first performance appraisal that results in an Unsatisfactory rating and the second performance appraisal is at the Supervisor's discretion, subject to any applicable board policies, as long as the second appraisal takes place within 60 school days after the supervisor has given the PSSP written notice of the initial Unsatisfactory rating. In exercising this discretion, Supervisors must balance the desirability of giving PSSPs a reasonable opportunity to improve their performance against the responsibility of providing students with quality services.
- 2.0** If the second appraisal results in a Satisfactory rating, the PSSP and Supervisor must follow the process outlined above in "Appraisal of PSSP resulting in a Satisfactory Rating". If the second appraisal is Unsatisfactory, they must meet the requirements set out below.

Second Unsatisfactory Appraisal Rating

- 1.0** PSSPs who receive two consecutive Unsatisfactory ratings on their summative reports will be placed on review status. In such a case, within 15 school days, the Supervisor must:
 - provide the PSSP with a written Improvement Plan, setting out steps and actions that the PSSP should take to improve his or her performance. The Improvement Plan should take the PSSP's input into account. Before preparing the plan, the Supervisor must consult with the appropriate supervisory officer;
 - give the appropriate supervisory officer a signed copy of the summative report, the Improvement Plan, and all documents relied on in conducting the performance appraisal, together with a brief written summary of the matters discussed with the PSSP at the appraisal meeting(s).

Review Status

Supervisor's Responsibilities

- 1.0** Whenever a PSSP is placed on review status, the Supervisor will:
 - monitor the PSSP's performance;
 - consult regularly with the supervisory officer regarding the PSSP's performance and steps that could be taken to improve it;
 - give the PSSP feedback and recommendations that the Supervisor considers might help the PSSP improve his or her performance.

Timing of the Next Appraisal

- 1.0** When a PSSP is placed on review status, the Supervisor must conduct a performance appraisal within a period of 120 school days that begins with the day on which the PSSP is advised that he or she is on review status.
- 2.0** If this performance appraisal results in a Satisfactory rating, the PSSP immediately ceases to be on review status. The Supervisor must advise the PSSP in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either party, and after the PSSP receives a copy of the summative report, both the PSSP and Supervisor must meet to discuss the performance appraisal.
- 3.0** If this appraisal results in an Unsatisfactory rating, the PSSP's employment may be terminated.

Recommendation to Terminate Employment

- 1.0 If the performance appraisal conducted while a PSSP is on review status results in an Unsatisfactory rating, the Supervisor must promptly send a written recommendation to the board that the PSSP's employment be terminated. The recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.
- 2.0 The Supervisor must promptly provide the PSSP with the following:
 - a copy of the written recommendation;
 - a copy of the written reasons for the recommendation;
 - copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

Appendices

Appendix A: PSSP Annual Growth Plan

~~Appendix B: Performance Appraisal – Child and Youth Worker~~

Appendix B: Performance Framework – Child and Youth Worker

Appendix C: Performance Appraisal – Child and Youth Worker

~~Appendix C: Performance Appraisal – Attendance Counsellor~~

~~Appendix D: Performance Appraisal – Indigenous Student Advisor~~

Appendix D: Performance Framework – Attendance Counsellor

~~Appendix E: Performance Appraisal – Regional School Social Worker~~

Appendix E: Performance Appraisal - Attendance Counselor

~~Appendix F: Appraisal Process for Professional Student Service Personnel~~

Appendix F: Performance Framework – Indigenous Student Advisor

Appendix G: Performance Appraisal – Indigenous Student Advisor

Appendix H: Performance Framework – School Social Worker

Appendix I: Performance Appraisal – School Social Worker

Appendix J: Appraisal Process for Professional Student Services Personnel

PSSP ANNUAL GROWTH PLAN

INSTRUCTIONS:

1. COMPLETE "A", "B" AND "C" AND SHARE WITH THE SUPERVISOR BEFORE THE END OF OCTOBER.
2. PART "D" IS COMPLETED BY THE PSSP AND REVIEWED WITH THE SUPERVISOR BEFORE THE END OF THE SCHOOL YEAR.

NAME: _____

DATE: _____

A	SPECIFIC AREAS FOR GROWTH
B	GROWTH STRATEGIES & RESOURCES
C	TARGET DATES FOR COMPLETION
D	OVERALL REVIEW & SUGGESTIONS

 Signature of PSSP

 Date

 Signature of Supervisor

 Date



District School Board
Ontario North East

Procedure 1.2.18

PSSP Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX A

MENTAL HEALTH TEAM ANNUAL GROWTH PLAN

Instructions:

1. Complete “A”, “B” and “C” and share with Team Lead.
2. Part “D” is completed and is part of year end discussion with Team Lead.

NAME: _____

DATE: _____

A. Areas for Development	B. Action Plan/ Development Options:	C. Target Completion Dates:	D. Year End Reflection

Signature of Team Member

Date

Signature of Team Lead

Date

APPENDIX B**Performance Appraisal – Child and Youth Worker**

CONFIDENTIAL WHEN COMPLETED

Home School:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Child and Youth Worker is a professional with training and experience in education, behavioural intervention and positive social interactions. Responsibilities include:

- ☐ Assist students, families, educators and the community to attain knowledge and skills to address mental health and well-being;
- ☐ Establish and maintain links with key community partners while maintaining a current list of professional services available in the community;
- ☐ Collaborate with the school and community partners to facilitate evidence-based mental health and well-being promotion/prevention programs;
- ☐ Screen and assess students referred for mental health support services and make recommendations for appropriate supports;
- ☐ Negotiate and collaborate with students, families, educators and community partners to develop goal directed interventions that honor individual, cultural and situational diversity;
- ☐ Monitor student progress and review goal directed interventions as needed;
- ☐ In consultation with school administration, communicate program and progress to parents or guardians of minors;
- ☐ Maintain accurate and timely records of individual and group support and communicate student progress regularly to school administrators, educators, families and community partners;
- ☐ Provide intervention, liaison and monitoring services that triangulate the students with the school and community service agencies; and
- ☐ Promote the development of social emotional learning strategies including:
 - Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
 - Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
 - Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
 - Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
 - Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B – Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
Professionalism				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Complies with Board policies, procedures and administrative requirements.				
6. Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.				
7. Compiles and turns in requested information on time.				
8. Exhibits self-awareness, self-monitoring, and professional accountability.				
9. Maintains and improves professional competence and resilience through the development of an annual growth plan.				
Services to Schools				
1. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
2. Utilizes effective strategies to develop trusting relationships with students to engage them in the active participation of programs and services.				
3. Screens all referred students for mental health concerns and makes recommendations for appropriate supports.				

4. Collaborates with administration and school staff to identify student strengths and identify observable and measurable indicators/learning outcomes, strategies to attain these, a monitoring plan and classroom strategies teachers can use to support the student.				
5. Works with students individually or in group settings to develop social and emotional skills and strategies to attain learning while respecting students' autonomy.				
6. Prepares and delivers evidence informed programs that improve academic and behavioral performance as well as foster social and emotional competencies.				
7. Provides programs and services in a culturally sensitive manner.				
8. Serves as a role model to positively influence social and emotional competencies within the school environment.				
9. Serves as a liaison between student, home, school, and community resources.				
10. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
11. Provides crisis counseling to students and school staff in emergency situations.				
12. Encourages and refers students and families to seek the various resources available in the community.				
13. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



PSSP Child & Youth Worker Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX B

CHILD & YOUTH WORKER PERFORMANCE FRAMEWORK

1. Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality regarding conversations about students, families, staff, community partners, and the school.	Sharing sensitive information about students, families, staff, or community partners with unauthorized individuals, either intentionally or unintentionally. For instance, discussing a student's personal issues in a public setting where others can overhear.	Maintaining confidentiality is crucial. This involves ensuring that any conversations or information about students, families, staff, community partners, and the school are kept private and only shared with authorized individuals. This helps build trust and protects the privacy of all parties involved.
Exhibits professional attitudes and behaviors toward colleagues and students.	Displaying unprofessional behavior such as being rude or dismissive towards colleagues and students. For example, openly criticizing a colleague in front of others or showing favoritism towards certain students.	Exhibiting professional attitudes and behaviors means treating colleagues and students with respect, kindness, and fairness. It involves being a role model, maintaining a positive demeanor, and fostering a supportive and collaborative environment.
Keeps systematic and dated records for students served, completed promptly.	Failing to keep systematic and dated records for students served, resulting in incomplete or inaccurate documentation. For instance, not updating student records promptly, leading to gaps in information that could affect decision-making.	Keeping systematic and dated records for students served is essential. These records should be completed promptly and accurately to ensure that all necessary information is documented and can be referenced when needed. This helps in tracking progress and making informed decisions.
Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.	Violating the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers. For example, engaging in a conflict of interest by accepting gifts from clients or not maintaining professional boundaries.	Adhering to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers is fundamental. This includes following ethical guidelines, maintaining professional integrity, and ensuring that all actions are in the best interest of those served.
Submits requested information on time.	Consistently submitting requested information late, causing delays in processes and decision-making. For instance, failing to provide necessary reports or data by the specified deadlines.	Submitting requested information on time is important for maintaining efficiency and ensuring that all necessary data is available for decision-making processes. This demonstrates reliability and organizational skills.
Demonstrates self-awareness, self-monitoring, and professional accountability.	Lacking self-awareness and failing to take responsibility for one's actions. For example, not acknowledging mistakes or blaming others for their own shortcomings and not seeking feedback to improve performance.	Demonstrating self-awareness, self-monitoring, and professional accountability involves being mindful of one's actions, continuously reflecting on and improving one's practice, and taking responsibility for one's professional conduct.

Develops and follows an annual growth plan to maintain and improve professional competence and resilience.	Not developing or following an annual growth plan, leading to stagnation in professional competence and resilience. For instance, not participating in any professional development activities or failing to set and pursue goals for improvement.	Developing and following an annual growth plan is key to maintaining and improving professional competence and resilience. This involves setting goals for professional development, seeking out learning opportunities, and staying updated with the latest practices and knowledge in the field.
Domain 2. SERVICES TO SCHOOLS		
Builds trusting relationships with students to engage them in programs and services.	Fails to establish rapport with students, leading to a lack of trust and engagement. For instance, being dismissive or indifferent to students' concerns.	Consistently engages students in a warm, empathetic manner, making them feel valued and understood. For example, regularly checking in with students and showing genuine interest in their well-being.
Collaborates with staff to identify student strengths, outcomes, and strategies.	Rarely engages with staff or contributes to discussions, resulting in missed opportunities to identify and support student strengths. For instance, not attending meetings or providing input when required.	Actively participates in team meetings, sharing insights and working collaboratively to develop effective strategies for student success. For example, contributing valuable observations and suggestions during staff discussions.
Develops social and emotional skills with students individually or in groups	Provides minimal or ineffective support for students' social and emotional development. For instance, not following through with planned activities or failing to address students' needs.	Effectively facilitates individual and group sessions that help students develop essential social and emotional skills. For example, using evidence-based techniques to teach conflict resolution and emotional regulation.
Delivers evidence-informed programs to improve academic and behavioral performance.	Relies on outdated or unproven methods, resulting in little to no improvement in students' performance. For instance, not adapting programs to meet the specific needs of students.	Implements programs based on current research and best practices, leading to measurable improvements in students' academic and behavioral outcomes. For example, using data to tailor interventions and track progress.
Provides culturally sensitive programs and services	Fails to consider or respect students' cultural backgrounds, leading to feelings of exclusion or misunderstanding. For instance, using a one-size-fits-all approach that ignores cultural differences.	Demonstrates cultural competence by respecting and incorporating students' diverse backgrounds into programs and services. For example, creating inclusive activities that reflect students' cultural identities.
Acts as a role model to enhance social and emotional competencies.	Displays negative behaviors or attitudes that undermine students' social and emotional development. For instance, showing frustration or impatience in challenging situations.	Consistently exhibits positive behaviors and attitudes that students can emulate. For example, demonstrating empathy, patience, and effective communication skills.
Liaises between students, home, school, and community resources.	Poor communication and coordination, leading to gaps in support for students. For instance, failing to inform parents or teachers about important developments or not following up on referrals.	Effectively communicates and coordinates with all parties to support students' needs. For example, regularly updating parents and teachers on students' progress and connecting families with community resources.
Communicates student progress with administration and teaching staff.	Infrequent or incomplete communication about student progress, causing delays or misunderstandings. For instance, not providing necessary information or missing deadlines for reports.	Provides timely and accurate updates on student progress, ensuring that all relevant parties are informed and involved. For example, submitting detailed reports and participating in regular meetings.

Provides crisis supports & completes risk assessments	Inadequate response to crises, failing to conduct proper risk assessments or provide necessary support. For instance, not recognizing warning signs or not following established protocols.	Responds promptly and effectively to crises, conducting thorough risk assessments and implementing appropriate interventions. For example, using de-escalation techniques and developing safety plans.
Refers students and families to community resources.	Lacks awareness of community resources or fails to make necessary referrals, leaving students and families without needed support. For instance, not following up on identified needs or not providing information about available services.	Knowledgeable about available community resources and makes appropriate referrals to support students and families. For example, connecting families with mental health services or after-school programs.
Advocates for diverse, respectful, and supportive programs and services.	Does not advocate for or support diverse and inclusive programs, leading to a lack of representation and support for all students. For instance, ignoring issues of diversity or not challenging discriminatory practices.	Actively promotes and supports programs that respect and celebrate diversity, ensuring an inclusive environment for all students. For example, advocating for policies that address the needs of marginalized groups.



CHILD & YOUTH WORKER PERFORMANCE APPRAISAL

CYW Name:

School:

Principal:

Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality regarding conversations about students, families, staff, community partners, and the school.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students.	☐	☐
Keeps professional quality, systematic and dated records for students served, completed promptly.	☐	☐
Complies with Board policies, procedures, and administrative requirements.	☐	☐
Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.	☐	☐
Submits requested information on time.	☐	☐
Demonstrates self-awareness, self-monitoring, and professional accountability.	☐	☐
Develops and follows an annual growth plan to maintain and improve professional competence and resilience.	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Clarifies referral reasons with administrative and instructional staff.	☐	☐
Builds trusting relationships with students to engage them in programs and services.	☐	☐
Screens students for mental health concerns and recommends supports.	☐	☐
Collaborates with staff to identify student strengths, outcomes, and strategies.	☐	☐

Develops social and emotional skills with students individually or in groups.	☐	☐
Delivers evidence-informed programs to improve academic and behavioral performance.	☐	☐
Provides culturally sensitive programs and services.	☐	☐
Acts as a role model to enhance social and emotional competencies.	☐	☐
Liaises between students, home, school, and community resources.	☐	☐
Communicates student progress with administration and teaching staff.	☐	☐
Provides crisis supports & completes risk assessments	☐	☐
Refers students and families to community resources.	☐	☐
Advocates for diverse, respectful, and supportive programs and services.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	
Supervisor Comments/ Summary	

Employee Comments	
PERFORMANCE RATING	
☐	UNSATISFACTORY PERFORMANCE
☐	SATISFACTORY PERFORMANCE

Signature of Child & Youth Worker

Date

Signature of Mental Health Lead

Date

Performance Appraisal – Attendance Counsellor

****CONFIDENTIAL WHEN COMPLETED****

District:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Attendance Counsellor works collaboratively with school personnel, students, families / guardians and an interdisciplinary team of other professionals to ensure that each child's right to an education is protected. Responsibilities include:

- ☐ Assist schools, families, and students in the development and implementation of a school attendance plan within a school setting or other appropriate Alternative Education settings;
- ☐ Meet with students and families to provide support on a one to one basis;
- ☐ Assist educators and families to utilize the services of appropriate community agencies;
- ☐ Participate in designated Identification, Placement & Review Committee meetings, school and community based case conferences, and Court/Probation liaison as needed;
- ☐ Consult with members of a Collaborative Team and community agencies in the provision of family support;
- ☐ Enforce the Education Act Legislation and Regulations associated with compulsory school attendance;
- ☐ Network with the Ministry of Education, school boards and social agencies in the performance of duties;
- ☐ Acts as a resource for the Board Supervised Alternative Learning (S.A.L.) program and attend all meetings as needed.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B - Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
Professionalism				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Complies with Board policies, procedures and administrative requirements.				
6. Demonstrates an awareness, an understanding and adheres to relevant Ministry of Education documents/ regulations/standards.				
7. Compiles and turns in requested information on time.				
8. Exhibits self-awareness, self-monitoring, and professional accountability.				
Services to Schools				
1. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
2. Contacts families and community stakeholders to introduce her/his role and put in place necessary consents.				
3. Utilizes effective strategies to develop trusting relationships with students and families to determine why students are not attending school.				
4. Collaborates with administration, school staff, and families to implement strategies that will support student attendance.				
5. Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days".				
6. Keeps an active list of non-attending students and contributing factors.				

7. Provides services in a culturally sensitive manner.				
8. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
9. Encourages and refers students and families to seek the various resources available in the community.				
10. Ensures equitable access of Attendance Counsellor services to all schools.				
11. Integrates a mental health focus to their work that aligns with mentally healthy school initiatives.				
12. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				
13. Complies with the Board SAL policy in accordance to the Attendance Counsellor's responsibilities.				
14. Prepares and puts forward all necessary information to the Justice of the Peace for the purpose of court proceedings, meets with the Crown Attorney to discuss the case and attends court as needed.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



Procedure 1.2.18

PSSP Attendance Counselor Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX D

ATTENDANCE COUNSELOR PERFORMANCE FRAMEWORK

1. Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in conversations regarding students, families, staff, community partners, and the school.	Frequently discusses sensitive information about students, families, or staff in public areas or with unauthorized individuals, leading to breaches of confidentiality.	Consistently maintains confidentiality, ensuring that sensitive information is only shared with authorized individuals in appropriate settings.
Exhibits professional attitudes and behaviors toward colleagues and students.	Displays unprofessional behavior, such as being disrespectful or dismissive towards colleagues and students, creating a negative work environment.	Demonstrates respect, courtesy, and professionalism towards colleagues and students, contributing to a positive and collaborative work environment.
Keeps systematic and dated records for students served, ensuring records are completed promptly when events occur or as soon as possible thereafter.	Records are often incomplete, inaccurate, or not updated in a timely manner, leading to potential issues in tracking student progress and compliance.	Maintains accurate, complete, and timely records for all students served, ensuring effective tracking of student progress and compliance.
Complies with Board policies, procedures, and administrative requirements.	Regularly fails to adhere to Board policies, procedures, and administrative requirements, resulting in non-compliance and potential disciplinary actions.	Adheres to all Board policies, procedures, and administrative requirements, ensuring compliance and effective practice.
Demonstrates awareness, understanding, and adherence to relevant Ministry of Education documents, regulations, and standards.	Shows a lack of understanding or disregard for Ministry of Education documents, regulations, and standards, leading to non-compliance and ineffective practice.	Shows a thorough understanding and adherence to Ministry of Education documents, regulations, and standards, ensuring compliance and effective practice.
Compiles and submits requested information on time.	Frequently misses deadlines for submitting requested information, causing delays and potential issues for the school administration.	Consistently meets deadlines for submitting requested information, ensuring timely and efficient communication with school administration.
Exhibits self-awareness, self-monitoring, and professional accountability.	Lacks self-awareness and self-monitoring, often failing to take responsibility for mistakes or seeking improvement in their practice.	Demonstrates self-awareness and self-monitoring, regularly reflecting on their practice and seeking opportunities for professional growth and improvement.
Demonstrates self-awareness, self-monitoring, and professional accountability.	Lacking self-awareness and failing to take responsibility for one's actions. For example, not acknowledging mistakes or blaming others for their own shortcomings and not seeking feedback to improve performance.	Demonstrating self-awareness, self-monitoring, and professional accountability involves being mindful of one's actions, continuously reflecting on and improving one's practice, and taking responsibility for

		one's professional conduct.
Domain 2. SERVICES TO SCHOOLS		
Consults with administrative to clarify reasons for all referrals.	Fails to consult with administrative leading to unclear or misunderstood reasons for student referrals.	Regularly consults with administrative ensuring clear and well-understood reasons for student referrals.
Utilizes effective strategies to develop trusting relationships with students and families to determine reasons for non-attendance.	Struggles to build trusting relationships with students and families, making it difficult to identify and address reasons for non-attendance.	Successfully builds trusting relationships with students and families, effectively identifying and addressing reasons for non-attendance.
Collaborates with administration, school staff, and families to implement strategies that support student attendance.	Rarely collaborates with administration, school staff, and families, leading to ineffective or uncoordinated strategies for improving student attendance.	Actively collaborates with administration, school staff, and families, implementing effective and coordinated strategies to improve student attendance.
Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days."	Fails to ensure that memos for Prolonged Absence forms are prepared and submitted on time, causing issues during "Count Days."	Ensures that memos for Prolonged Absence forms are prepared and submitted on time, facilitating smooth "Count Days."
Maintains an active list of non-attending students and contributing factors.	Does not maintain an updated list of non-attending students and contributing factors, resulting in a lack of accurate data for interventions.	Keeps an updated and accurate list of non-attending students and contributing factors, providing valuable data for interventions.
Provides programs and services that are culturally sensitive.	Shows insensitivity to cultural differences, leading to ineffective or inappropriate services for diverse student populations.	Delivers services in a culturally sensitive manner, effectively supporting diverse student populations
Communicates regularly with administration and teaching staff regarding pertinent information about student progress.	Fails to communicate regularly with administration and teaching staff, resulting in a lack of shared information about student progress.	Maintains regular communication with administration and teaching staff, ensuring shared information about student progress.
Encourages and refers students and families to various community resources.	Does not actively encourage or refer students and families to community resources, limiting their access to additional support.	Actively encourages and refers students and families to community resources, enhancing their access to additional support.
Ensures equitable access to Attendance Counsellor services for all schools	Provides inconsistent access to services, with some schools receiving less support than others.	Provides consistent and equitable access to services for all schools, ensuring fair support across the board.
Integrates a mental health focus into their work that aligns with mentally healthy school initiatives.	Fails to incorporate a mental health focus into their work, missing opportunities to support students' mental well-being.	Incorporates a mental health focus into their work, aligning with mentally healthy school initiatives and supporting students' mental well-being.
Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.	Does not advocate for diverse and inclusive programs, resulting in a lack of support for marginalized students and families.	Actively advocates for diverse and inclusive programs, ensuring support for marginalized students and families.

Complies with the Board SAL policy in accordance with the Attendance Counsellor's responsibilities.	Regularly fails to comply with the Board SAL policy, leading to non-compliance and potential disciplinary actions.	Consistently complies with the Board SAL policy, ensuring adherence to responsibilities and effective practice.
Prepares and submits all necessary information to the Justice of the Peace for court proceedings, meets with the Crown Attorney to discuss cases, and attends court as needed.	Does not prepare or submit necessary information for court proceedings on time, causing delays and complications in legal processes.	Prepares and submits necessary information for court proceedings on time, facilitating smooth legal processes and effective case management.



District School Board
Ontario North East

Procedure 1.2.18 PSSP Performance Appraisal Section 1.2: System Policies and Procedures

APPENDIX E

ATTENDANCE COUNSELOR PERFORMANCE APPRAISAL

AC Name:

School:

Principal:

Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in conversations regarding students, families, staff, community partners, and the school.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students.	☐	☐
Keeps systematic and dated records for students served, ensuring records are completed promptly when events occur or as soon as possible thereafter.	☐	☐
Complies with Board policies, procedures, and administrative requirements.	☐	☐
Demonstrates awareness, understanding, and adherence to relevant Ministry of Education documents, regulations, and standards.	☐	☐
Compiles and submits requested information on time.	☐	☐
Exhibits self-awareness, self-monitoring, and professional accountability.	☐	☐
Demonstrates self-awareness, self-monitoring, and professional accountability.	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Consults with administrative to clarify reasons for all referrals.	☐	☐
Utilizes effective strategies to develop trusting relationships with students and families to determine reasons for non-attendance.	☐	☐
Collaborates with administration, school staff, and families to implement strategies that support student attendance.	☐	☐
Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days."	☐	☐
Maintains an active list of non-attending students and contributing factors.	☐	☐

Provides programs and services that are culturally sensitive.	☐	☐
Communicates regularly with administration and teaching staff regarding pertinent information about student progress.	☐	☐
Encourages and refers students and families to various community resources.	☐	☐
Ensures equitable access to Attendance Counsellor services for all schools.	☐	☐
Integrates a mental health focus into their work that aligns with mentally healthy school initiatives.	☐	☐
Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.	☐	☐
Complies with the Board SAL policy in accordance with the Attendance Counsellor's responsibilities.	☐	☐
Prepares and submits all necessary information to the Justice of the Peace for court proceedings, meets with the Crown Attorney to discuss cases, and attends court as needed.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	
Supervisor Comments/ Summary	

Employee Comments	
PERFORMANCE RATING	
☐	UNSATISFACTORY PERFORMANCE
☐	SATISFACTORY PERFORMANCE

Signature of Attendance Counselor

Date

Signature of Mental Health Lead

Date

APPENDIX F**Performance Appraisal - Indigenous Student Advisor**

CONFIDENTIAL WHEN COMPLETED

Work Location:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

Indigenous Student Advisors (ISAs) support the delivery of First Nations, Metis and Inuit programming in elementary and secondary schools. Responsibilities include serving students, schools, parents and community partners, and board level programming. ISAs must have demonstrated experience in traditional First Nations, Metis and Inuit cultural teachings and practices.

- ☐ Act as an advisor between staff, parents and students to ensure parents and visitors feel welcome;
- ☐ Facilitate positive communication between the school and First Nation communities;
- ☐ Speak with students and parents about self-identification, issues related to school involvement, attendance and readiness;
- ☐ Work collaboratively to develop and deliver programs to build knowledge and capacity of cultural diversity within schools and with staff;
- ☐ As a role model, demonstrate respectful and professional attitudes and behavior; and
- ☐ Maintain a list of community services and resources to assist students and parents.

Part A - Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B - Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
1. Treats conversations regarding students, staff, community partners, and the school confidentially.				
2. Exhibits professional attitudes and behaviors, including respect and courtesy for all, with colleagues, students and community partners.				
3. Maintains and improves professional competence through development of an annual growth plan utilizing workshops, interaction with professional associations, and other professional development activity.				
4. Communicates professionally in both oral and written correspondence.				
5. Produces documents that respect the norms of District School Board Ontario North East.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Effectively communicates and collaborates with school administration, classroom teachers, and other resource persons as required.				
8. Interprets and synthesizes data to support program and board planning.				
9. Creates and maintains records as directed.				
10. Compiles and turns in requested information within requested timeframe.				
11. Attends to, follows through, and communicates with appropriate staff for all referrals.				
12. Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.				
13. Contacts parents and community partners to advocate role of AYLO in supporting self-identification, culturally relevant programming, and inclusive school environments.				

14. Utilizes effective strategies to develop trusting relationships with students, families, and community partners and schools.				
15. Consults with administrative and instructional staff to support well-being of students through program delivery.				
16. Collaborates with administration, school staff, and parents to implement strategies that will support student achievement.				
17. Provides programs and services to develop positive culturally relevant inclusive environments.				
18. As liaison, facilitate communication between school personnel and students, parents, and the community.				
19. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in learning.				
20. Provides opportunity through program delivery for students to develop greater understanding and knowledge of diverse backgrounds and cultures.				
21. When appropriate, provides direction for students to seek out resources and individual supports through board and community resources.				
22. Assists parents in becoming partners in their child's education.				
23. Provides parental consultation regarding their children's academic performance, behavior, and other needs.				
24. Encourages parents to supervise their child's attendance, achievement, and to maintain regular communication with the school.				
25. Supports families by informing them of school board policy and procedures.				
26. Assists parents in identifying and utilizing community resources.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



Procedure 1.2.18 PSSP Indigenous Student Advisor Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX F

INDIGENOUS STUDENT ADVISOR PERFORMANCE FRAMEWORK

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in all matters involving students, staff, community partners, and the school.	Fails to maintain confidentiality in sensitive matters.	Consistently maintains confidentiality in all matters.
Demonstrates professionalism through respectful and courteous interactions with colleagues, students, and community partners.	Shows disrespect or discourtesy in interactions.	Always demonstrates respect and courtesy in interactions.
Pursues continuous professional growth by developing an annual learning plan that includes workshops, professional associations, and other development opportunities.	Neglects professional development opportunities.	Actively engages in professional development activities.
Communicates effectively and professionally in both oral and written formats.	Communicates unclearly or unprofessionally.	Communicates clearly and professionally in all formats.
Prepares documents that align with the standards and expectations of the District School Board Ontario North East.	Prepares documents that do not meet board standards.	Prepares documents that meet board standards.
Adheres to all Board policies, procedures, and administrative guidelines.	Disregards policies and guidelines.	Strictly adheres to all policies and guidelines.
Submits required information accurately and within established timelines.	Submits information inaccurately or late.	Submits information accurately and on time.
Maintains accurate records and documentation as directed.	Maintains disorganized or incomplete records.	Maintains precise and organized records.
Responds to referrals by following up and communicating with the appropriate staff members.	Fails to follow up on referrals or communicate effectively.	Promptly follows up on referrals and communicates effectively.
Advocates for inclusive programs and services that honor diversity and uphold the dignity of all students and families.	Does not advocate for diversity or dignity in programs.	Advocates for programs that honor diversity and dignity.

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administrators, classroom teachers, and other resource personnel to support student well-being.	Fails to collaborate effectively to support student well-being.	Collaborates effectively to support student well-being.
Analyzes and interprets data to inform school and board-level planning.	Does not use data to inform planning.	Uses data to inform and improve planning.
Builds strong, trusting relationships with students, families, school staff, and community partners.	Fails to build trusting relationships with stakeholders.	Builds strong, trusting relationships with all stakeholders.
Acts as a liaison to facilitate communication between students, families, schools, and community organizations.	Does not facilitate effective communication between parties.	Facilitates effective communication between all parties.
Supports culturally relevant and inclusive programming that fosters positive school environments.	Does not support programming that fosters positive environments.	Supports programming that fosters positive environments.
Engages students in learning by using strategies that build trust and motivation.	Fails to engage students using trust-building strategies.	Engages students using trust-building strategies.
Provides opportunities for students to explore and appreciate diverse cultural backgrounds.	Does not provide opportunities for cultural exploration.	Provides opportunities for cultural exploration.
Guides students and their families in accessing appropriate board and community resources when needed.	Does not guide students and families to appropriate resources.	Guides students to appropriate resources.
Encourages and supports families in becoming active partners in their child's education.	Fails to encourage families to be active partners in education.	Encourages families to be active partners in education.
Offers consultation to families regarding academic performance, behavior, and other student needs.	Does not offer helpful consultation to families.	Offers helpful consultation to families.
Promotes regular communication between families and schools, emphasizing the importance of attendance and achievement.	Fails to promote regular, effective communication with families.	Promotes regular, effective communication with families.
Informs families about school board policies and procedures.	Does not inform families accurately about policies and procedures.	Informs families accurately about policies and procedures.
Promotes the AYLO role by engaging families and community partners in self-identification efforts and inclusive school initiatives.	Fails to engage families and partners in inclusive initiatives.	Engages families and partners in inclusive initiatives.



District School Board
Ontario North East

Procedure 1.2.18

PSSP Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX G

INDIGENOUS STUDENT ADVISOR PERFORMANCE APPRAISAL

ISA Name:

School:

Principal:

Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in all matters involving students, staff, community partners, and the school.	☐	☐
Demonstrates professionalism through respectful and courteous interactions with colleagues, students, and community partners.	☐	☐
Keeps professional quality, systematic and dated records for students served, completed promptly.	☐	☐
Complies with Board policies, procedures, and administrative requirements.	☐	☐
Prepares documents that align with the standards and expectations of the District School Board Ontario North East.	☐	☐
Adheres to all Board policies, procedures, and administrative guidelines.	☐	☐
Submits required information accurately and within established timelines.	☐	☐
Maintains accurate records and documentation as directed.	☐	☐
Responds to referrals by following up and communicating with the appropriate staff members.	☐	☐
Advocates for inclusive programs and services that honor diversity and uphold the dignity of all students and families.	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administrators, classroom teachers, and other resource personnel to support student well-being.	☐	☐
Analyzes and interprets data to inform school and board-level planning.	☐	☐

Builds strong, trusting relationships with students, families, school staff, and community partners.	☐	☐
Engages students in learning by using strategies that build trust and motivation.	☐	☐
Provides opportunities for students to explore and appreciate diverse cultural backgrounds.	☐	☐
Guides students and their families in accessing appropriate board and community resources when needed.	☐	☐
Encourages and supports families in becoming active partners in their child's education.	☐	☐
Offers consultation to families regarding academic performance, behavior, and other student needs.	☐	☐
Promotes regular communication between families and schools, emphasizing the importance of attendance and achievement.	☐	☐
Promotes the AYLO role by engaging families and community partners in self-identification efforts and inclusive school initiatives.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	
Supervisor Comments/ Summary	

Employee Comments	

PERFORMANCE RATING	
☐	UNSATISFACTORY PERFORMANCE
☐	SATISFACTORY PERFORMANCE

Signature of Indigenous Student Advisor

Signature of Supervisor

Date

Date

APPENDIX E**Performance Appraisal - Regional School Social Worker**

CONFIDENTIAL WHEN COMPLETED

Work Location:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Regional School Social Worker is part of the Mental Health team. They are a trained mental health professional with a degree in social work and registered with the Ontario College of Social Workers and Social Services Workers (OCSWSSW). They provide mental health promotion, prevention, and early intervention services that enhance the overall functioning and academic performance of students.

Responsibilities include:

- ☐ Participate as a member of the multi-disciplinary educational support teams to assist students and their families in academic, behavioral, social and emotional growth;
- ☐ Conduct individualized assessments of students in consultation with families and the school to determine the level of service required in each case;
- ☐ Develop long-term and short-term intervention plans consistent with curriculum; students' needs, strengths, diversity and life experiences; and social and emotional factors;
- ☐ Provide one on one counselling and small group work for students with needs;
- ☐ Use a variety of appropriate formal and informal tools and techniques including observations and interviews to evaluate the progress and performance of students and families;
- ☐ Liaise with schools and families to facilitate increased positive contact through communication and understanding of individual student needs and circumstances;
- ☐ Liaise with district specialists, special education staff and community supports to align and collaborate on multidisciplinary approaches to support;
- ☐ Monitor and re-assess student progress on an on-going basis, and adjust intervention strategies accordingly, to ensure that assessment needs are realized;
- ☐ Assist students and their families in navigating the health care and/or social services system within our catchment area and advocate for them as needed;
- ☐ Consult on such issues as attendance, confidentiality, ethnicity and diversity, mental health, behavior management, discipline, crisis intervention and child abuse and neglect;
- ☐ Maintain clear, concise and accurate documentation as per board policies and procedures and as per guidelines established by OCSWSSW;
- ☐ Protect privacy and confidentiality in accordance with legislation, board policies and standards established by OCSWSSW;
- ☐ Use sound professional judgment and act in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW;
- ☐ Maintain professional registration through training development activities including conferences, in-services, workshops, peer support, literature searches and research.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B – Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school district confidentially.				
3. Maintains and improves professional competence through reading, course work and/or professional activities.				
4. Produces documents that respect the norms of District School Board Ontario North East as well as the Ontario College of Social Workers and Social Service Workers.				
5. Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Abides by and is guided by the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.				
8. Attends to, follows through, and reports back on all referrals.				
9. Creates and maintains records, in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.				
10. Compiles and turns in requested information on time.				
11. Effectively communicates with, supports and provides consultations to Child and Youth Workers.				
12. Interprets and synthesizes data as well as effectively conveys results to team.				
13. Consults with administrative staff and instructional staff to clarify reasons for the referral.				
14. Contacts parents and community stakeholders to introduce her/his role and put in place necessary consents.				

15. Identifies and explores factors contributing to students' level of function as it relates to their development, home, school and community environments.				
16. Implements and monitors multi-tiered evidence informed interventions that improve academic and behavioral performance as well as fosters social and emotional competencies.				
17. Provides programs and services in a culturally sensitive manner.				
18. Facilitates communication between school personnel and students, families, and the community.				
19. Takes the initiative to review student progress on a regular basis with administration and teaching staff.				
20. Provides crisis counseling to students and school staff in emergency situations.				
21. Serves as a liaison between student, home, school, and community resources.				
22. Encourages and refers, students and families to seek the various resources available in the community.				
Service to Students and Families				
1. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.				
2. Engages students in the development of the interventions while respecting their autonomy.				
3. Informs students of their rights and responsibilities.				
4. Assists students and families in identifying and accessing community resources.				

Part C - Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Evaluation Report:

Summative Evaluation Comments	
Strengths	
Areas for Professional Growth	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



Procedure 1.2.18

PSSP School Social Worker Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX H

SCHOOL SOCIAL WORKER PERFORMANCE FRAMEWORK

1. Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Registered and in good standing with the OCSWSSW.	Worker is not registered or is not in good standing with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).	The social worker is registered and in good standing with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).
Maintains accurate and timely records of their interventions in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.	Records are often incomplete, inaccurate, or not updated in a timely manner, leading to potential issues in compliance with the standards of practice.	Records are consistently accurate, complete, and updated in a timely manner, ensuring compliance with the standards of practice.
Adheres to the principles of confidentiality, consent, and privacy when working with students and their families and obtains informed consent before providing any service.	Fails to consistently adhere to confidentiality, consent, and privacy principles, resulting in breaches of student and family privacy.	Consistently adheres to confidentiality, consent, and privacy principles, ensuring the protection of student and family privacy.
Uses sound professional judgment and acts in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW	Frequently makes decisions that do not align with board policies, procedures, or the standards of practice set forth by OCSWSSW.	Makes decisions that align with board policies, procedures, and the standards of practice set forth by OCSWSSW.
Produces documents & case notes that respect the professional expectations of District School Board Ontario North East as well as the OCSWSSWs.	Documents and case notes are poorly written, lack detail, and do not meet the professional expectations of the District School Board Ontario North East or the OCSWSSWs.	Documents and case notes are well-written, detailed, and meet the professional expectations of the District School Board Ontario North East and the OCSWSSWs.
Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.	Displays unprofessional attitudes and behaviors, such as disrespect or discourtesy towards colleagues and students.	Consistently displays professional attitudes and behaviors, such as respect and courtesy towards colleagues and students.
Demonstrates accountability, integrity, respect, and competence in their practice	Shows a lack of accountability, integrity, respect, and competence in their practice, leading to a negative impact on their professional reputation and effectiveness.	Shows a high level of accountability, integrity, respect, and competence in their practice, positively impacting their professional reputation and effectiveness.
Domain 2. SERVICES TO SCHOOLS		
Collaborates effectively with school administration, school staff, parents, and community partners to support student well-being and achievement using a multi-tiered system of support.	Fails to collaborate effectively, leading to poor communication and lack of coordinated support for student well-being and achievement.	Works collaboratively with all stakeholders to ensure coordinated support for student well-being and achievement.

Has a strong presence in the school, contributing to a welcoming and inclusive school community.	Rarely seen in the school environment, does not contribute to creating a welcoming and inclusive atmosphere.	Regularly seen in the school environment, actively contributing to a welcoming and inclusive atmosphere.
Provides mental health promotion and prevention services including school-wide, class-wide, small group programs, activities, and services.	Does not provide or poorly implements mental health promotion and prevention services, resulting in limited support for students.	Effectively implements mental health promotion and prevention services, providing comprehensive support for students.
Uses evidence-based and research-informed programs and services that are relevant, effective, and responsive to the needs and strengths of students and their families.	Relies on outdated or ineffective programs and services that do not meet the needs of students and their families.	Utilizes up-to-date, evidence-based programs and services that meet the needs of students and their families.
Consults on such issues as attendance, confidentiality, crisis intervention and child abuse and neglect and provides guidance and support to school staff and parents.	Fails to provide adequate consultation and support on critical issues, leaving school staff and parents without necessary guidance.	Provides thorough consultation and support on critical issues, ensuring school staff and parents have the guidance they need.
Offers a stepped model of care for students that includes peer programs, small groups, single sessions and brief interventions for early identification and early intervention of mental health issues.	Does not implement a stepped model of care, resulting in missed opportunities for early identification and intervention of mental health issues.	Implements a stepped model of care, ensuring early identification and intervention of mental health issues.
Uses data-based measurement care to guide their practice and intervention with students.	Does not use data-based measurements, leading to ineffective practice and interventions.	Consistently uses data-based measurements to guide effective practice and interventions.
Provides risk assessments for students who experience suicidal ideation and provides appropriate interventions and referrals.	Fails to conduct risk assessments or provide appropriate interventions and referrals for students experiencing suicidal ideation.	Conducts thorough risk assessments and provides appropriate interventions and referrals for students experiencing suicidal ideation and adheres to DSB1 policies.
Responds to students who are experiencing severe, complex, or acute mental health problems and supports their access and navigation to community mental health services or urgent mental health services.	Does not respond adequately to students with severe mental health problems, failing to support their access to necessary services.	Responds promptly and effectively to students with severe mental health problems, supporting their access to necessary services.
Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.	Struggles to build trusting relationships with students, resulting in low participation in support services.	Builds strong, trusting relationships with students, motivating them to actively participate in support services.
Informs students of their rights and responsibilities such as duty to report and limits of confidentiality.	Does not adequately inform students of their rights and responsibilities, leading to confusion and mistrust.	Clearly informs students of their rights and responsibilities, fostering trust and understanding.
Assists students and families with pathways to, through, and from care.	Provides little to no assistance to students and families in navigating care pathways.	Provides comprehensive assistance to students and families in navigating care pathways.
Takes the initiative to review student progress on a regular basis with administration and teaching staff.	Does not take the initiative to review student progress, resulting in lack of coordinated support.	Proactively reviews student progress with administration and teaching staff, ensuring coordinated support.

Effectively communicates with supervisor, supports and provides consultations to school professionals and peers.	Poor communication with supervisors and peers, leading to ineffective collaboration and support.	Communicates effectively with supervisors and peers, fostering collaboration and support.
Promotes social justice and advocates for the rights and interests of students and their families, especially those who are marginalized, oppressed, or vulnerable.	Fails to promote social justice or advocate for the rights and interests of marginalized students and families.	Actively promotes social justice and advocates for the rights and interests of marginalized students and families.
Provides programs and services that are culturally sensitive.	Shows insensitivity to cultural differences, leading to ineffective or inappropriate services for diverse student populations.	Delivers services in a culturally sensitive manner, effectively supporting diverse student populations



SCHOOL SOCIAL WORKER PERFORMANCE APPRAISAL

SSW Name:

School:

Principal:

Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Registered and in good standing with the OCSWSSW.	☐	☐
Maintains accurate and timely records of their interventions in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.	☐	☐
Keeps systematic and dated records for students served, completed promptly.	☐	☐
Adheres to the principles of confidentiality, consent, and privacy when working with students and their families and obtains informed consent before providing any service.	☐	☐
Uses sound professional judgment and acts in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW	☐	☐
Produces documents & case notes that respect the professional expectations of District School Board Ontario North East as well as the OCSWSSWs.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.	☐	☐
Demonstrates accountability, integrity, respect, and competence in their practice	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administration, school staff, parents, and community partners to support student well-being and achievement using a multi-tiered system of support.	☐	☐
Has a strong presence in the school, contributing to a welcoming and inclusive school community.	☐	☐
Provides mental health promotion and prevention services including school-wide, class-wide, small group programs, activities, and services.	☐	☐
Uses evidence-based and research-informed programs and services that are relevant, effective, and responsive to the needs and strengths of students and their families.	☐	☐

Consults on such issues as attendance, confidentiality, crisis intervention and child abuse and neglect and provides guidance and support to school staff and parents.	☐	☐
Offers a stepped model of care for students that includes peer programs, small groups, single sessions and brief interventions for early identification and early intervention of mental health issues.	☐	☐
Uses data-based measurement care to guide their practice and intervention with students.	☐	☐
Provides risk assessments for students who experience suicidal ideation and provides appropriate interventions and referrals.	☐	☐
Responds to students who are experiencing severe, complex, or acute mental health problems and supports their access and navigation to community mental health services or urgent mental health services.	☐	☐
Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.	☐	☐
Informs students of their rights and responsibilities such as duty to report and limits of confidentiality.	☐	☐
Assists students and families with pathways to, through, and from care.	☐	☐
Takes the initiative to review student progress on a regular basis with administration and teaching staff.	☐	☐
Effectively communicates with supervisor, supports and provides consultations to school professionals and peers.	☐	☐
Promotes social justice and advocates for the rights and interests of students and their families, especially those who are marginalized, oppressed, or vulnerable.	☐	☐
Provides programs and services that are culturally sensitive.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	

Supervisor Comments/ Summary	
Employee Comments	
PERFORMANCE RATING	
☐ UNSATISFACTORY PERFORMANCE	
☐ SATISFACTORY PERFORMANCE	

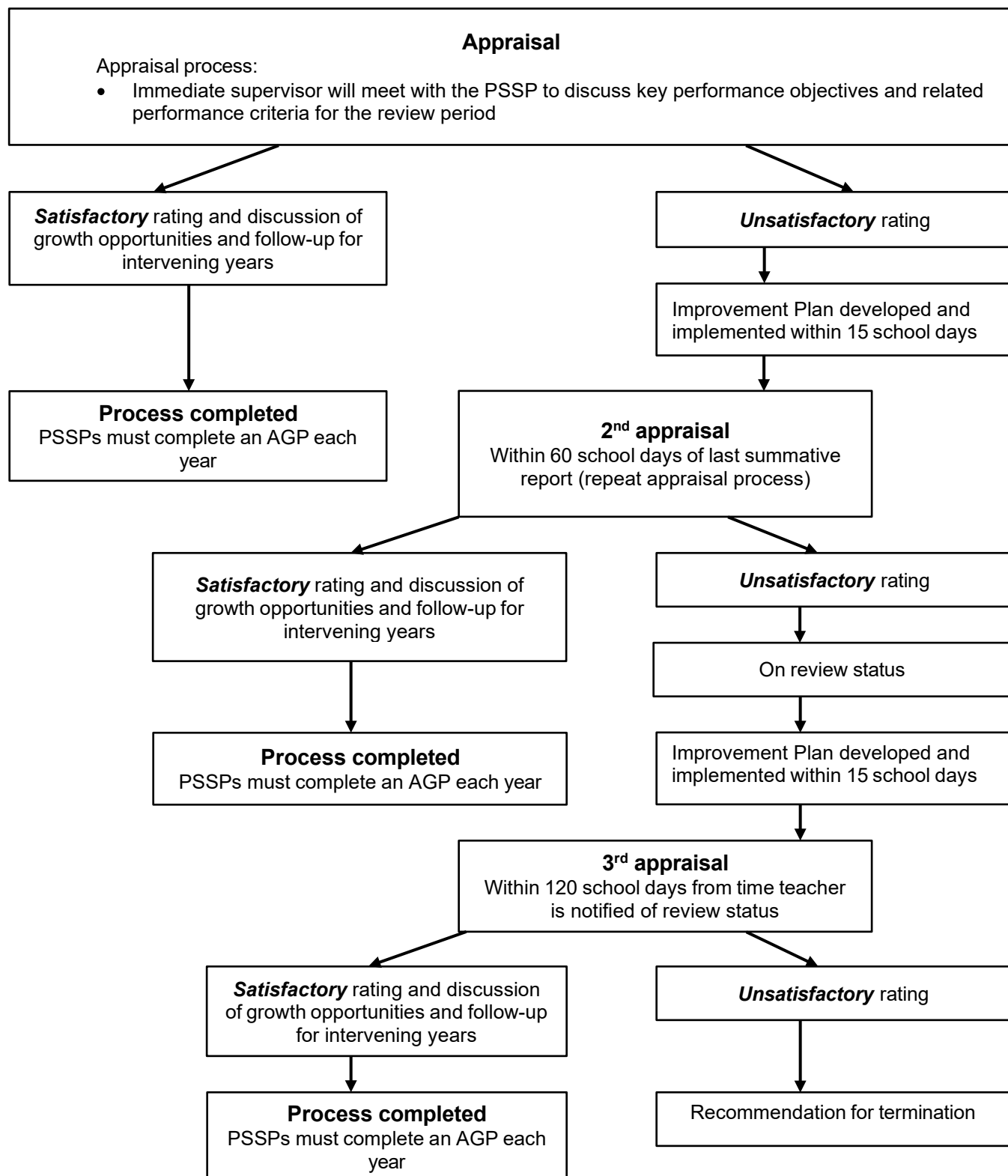
Signature of School Social Worker

Date

Signature of Mental Health Lead

Date

APPRAISAL PROCESS FOR PROFESSIONAL STUDENT SERVICES PERSONNEL





VOLUNTEERS IN SCHOOLS

1.0 Rationale

District School Board Ontario North East supports the use of volunteers under the direction and supervision of the Board staff. The Board is committed to the effective use of volunteers in order to ensure the safety and security of students, while respecting all policies and collective agreements and not replacing the roles of DSB Ontario North East staff.

2.0 Definitions

A Family volunteer: in a school is parent, guardian or family member who currently has a child enrolled in and attending that school.

A Community volunteer: is a member of the community who does not have a child enrolled in the school and who agrees to undertake, without pay, a designated task that supports a classroom, school or Board-sponsored activity.

Co-op students: are not defined as volunteers.

Management of Volunteers: includes procedures for screening, orientation/training, supervising, evaluating and recognizing **volunteers**.

Supervision: is the overseeing of an activity for regulation or direction. The Ontario Physical and Health Education Association (OPHEA) has produced Physical Education Safety Guidelines to assist school boards in formulating site-specific safety guidelines for physical education, intramural sports, and inter-school athletics at both the elementary and secondary levels.

Vulnerable Sector Checks: are one of three types of Police Record Checks that can be conducted in Ontario for screening purposes, governed by the *Police Record Checks Reform Act*. This is the type required for anyone seeking volunteer opportunities where they would be in a position of authority or trust relative to vulnerable persons, including children. It includes all applicable criminal convictions and findings of guilt under the federal Youth Criminal Justice Act, absolute and conditional discharges, outstanding charges, arrest warrants, and certain judicial orders, as well as applicable findings of not criminally responsible due to mental disorder, record suspensions (pardons) related to sexually-based offences, and in certain circumstances, non-conviction charge related information.

3.0 Policy

It is the policy of District School Board Ontario North East to encourage and welcome the involvement of family and community volunteers. Volunteers enhance learning opportunities for students as well as contribute to a positive school climate.



VOLUNTEERS IN SCHOOLS

Procedures

1.0 Recruitment of Volunteers

- 1.1 The Principal shall consider volunteers from the **parent and** school community to support school based activities.
- 1.2 Volunteers shall express their interest to the Principal by:
 - 1.2.1 Presenting their Vulnerable Sector Check;
 - 1.2.2 Indicating their activity of interest and level of expertise with the activity;
 - 1.2.3 If applicable, completing the School Volunteer Agreement (**Appendix A**);
- 1.3 The Principal determines the suitability of the volunteer through the screening process.

2.0 Screening and Management of Volunteers

- 2.1 All volunteers must be assessed as to their suitability for placement within a school or program setting.
 - 2.1.1 The process of screening volunteers and management begins at the very moment a person applies and is recruited. Volunteers are managed throughout their extra-curricular commitment until they terminate this commitment.
 - 2.1.2 The degree of screening is dependent upon the volunteer activity, the extent of interaction with, and responsibility for, students, and the degree of direct supervision of the volunteer. Levels of risk are based on:
 - The activity itself,
 - The extent of the interaction with and responsibility for students, and
 - The proximity of Board staff while the activity is occurring.
- 2.2 **Volunteers assisting with supervision on Field Trips require:**
 - Vulnerable Sector Check (**Appendix B** is a form letter that may be given to those applying for a VSC with police services)
- 2.3 **Volunteers for ongoing programs or extra-curricular activities require:**
 - School Volunteer Agreement (**Appendix A**)
 - application form (**Appendix C or D**);
 - volunteer intake interview;
 - reference checks (**Appendix E**);

- Vulnerable Sector Check (**Appendix B** is a form letter that may be given to those applying for a VSC with police services);

3.0 Volunteer Training

- 3.1 All volunteers must be provided training, and must sign confidentiality agreements before undertaking any volunteer responsibilities that puts the volunteer in direct contact with students (**Appendix F**);
- 3.2 The mandatory training for all volunteers shall include but not be limited to safety and well-being of students, such as lockdown procedures, concussion protocols, fire safety evacuation, code of conduct, anaphylaxis and other prevalent medical conditions;
- 3.3 The Principal shall provide the volunteer with information regarding access to the school, equipment, and any other operational procedures; and
- 3.4 Volunteer supervisors must always provide direct, constant visual supervision of the activity for which they are responsible.

4.0 Responsibilities

4.1 Responsibilities of Principals and Staff

- 4.1.1 The Principal or designate is responsible for the following:
 - Determining the volunteer needs of a school
 - Recruitment, selection and screening of volunteers
 - Approving and clarifying the tasks and assignments of volunteers
 - Providing for the training, orientation and supervision of volunteers
 - Ensuring volunteers are cognizant of the requirements for supervision of any governing body, e.g. OFSAA, Skills Competition or any other festival/performance activities on a regional, provincial or national level, if required
 - Ensuring volunteer contributions are recognized
- 4.1.2 The Principal and staff of the school (where applicable) will ensure that volunteers are not responsible for the support of curricular programs without teacher direction.
- 4.1.3 Subject to the policies of the Board and barring direction or intervention by the Director of Education or designate to the contrary, the Principal of the school in which a volunteer is serving will be responsible for determining that an activity to which the volunteer is assigned is a school-sponsored activity.
- 4.1.4 The Principal and staff will ensure that student volunteers have regular direct supervision at all times.

- 4.1.5 The Principal and staff (where applicable) will ensure that volunteers will:
- Not be involved in any evaluation of students, school personnel or program;
 - Not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer.
 - Ensure they sign a Confidentiality Agreement (**Appendix F**), with the understanding that they will treat as confidential all personal information which they may acquire in the course of their involvement in the school.
- 4.1.6 The Principal and staff will ensure that families are informed **that whenever** volunteers will be participating in **classroom or school-wide** activities.
- 4.1.7 The Principal will ensure that regular and continuous volunteers will provide, for review, a new Vulnerable Sector Check every year. (**Appendix B** may be used)
- 4.1.8 The Principal will address any concerns regarding a volunteer's behaviour in accordance to Board policies and procedures.
- 4.1.9 The Principal retains the authority to accept or decline any volunteer's offer of service.

4.2 Responsibilities of Volunteers

- 4.2.1 Volunteers will perform their assigned duties as directed by the Principal or designate.
- 4.2.2 Volunteers will neither be responsible for the discipline or evaluation of students, nor for the identification or diagnosis of their learning strengths or difficulties.
- 4.2.3 The volunteers will maintain, in confidence, any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*. (**Appendix F**)
- 4.2.4 Volunteers will:
- Follow all Board policies and procedures as reviewed by the Principal or designate.
 - Follow codes of behaviour as established by the school and/or Board.
 - If applicable, report to the school office upon arrival.
- 4.2.5 Volunteers will notify their Principal or designate of any expected absence, as far in advance as possible.
- 4.2.6 Volunteers will be encouraged to provide reasonable advance notice, to the Principal, when terminating their volunteer activities.

5.0 Supervision of Students by a Volunteer in Extra-Curricular Activities:

- 5.1 Volunteers may, at the discretion of the Principal, and **under the direction of Board staff**, oversee extra-curricular activities;

- 5.2 Volunteers (parent family or community) will be subject to a screening process commensurate with the level of risk of the activity as described in the procedure;
- 5.3 Parents/Guardians of those students involved must sign a consent form acknowledging that they understand that this activity is led by a volunteer (**Appendix G**);
- 5.4 All aspects of volunteer management are being carried out once the volunteer is in place; and
- 5.5 The Principal will guarantee that all extra-curricular activities have a staff advisor. When the event is overnight or outside of the district of DSB Ontario North East, the staff advisor must be a teacher (Ontario College of Teachers). The staff advisor will:
 - 5.5.1 Be on school property for all practices;
 - 5.5.2 Provide direct supervision at all games/events and for all activities off school property.

6.0 Liability

In any school-sponsored activity that is undertaken by a volunteer, the Board's liability insurance regarding negligence will apply. Volunteers should be aware that the Board's insurance does not include loss-of-income provision should the volunteer sustain an injury that prevents him/her from resuming his/her employment.

Appendices

Appendix A: School / Volunteer Agreement

Appendix B: Request for Vulnerable Sector Check

Appendix C: Volunteer Coaching Application Form

Appendix D: Volunteer General Activity Application Form

Appendix E: Volunteer Reereence Check

Appendix F: Confidentiality Agreement

Appendix G: Parental Consent Form

References

APPENDIX A**School/Volunteer Agreement
(on school letterhead)**

Volunteer Name: _____

Class (or Location): _____

Volunteer directly responsible to: _____

1. Duties & Responsibilities:

2. Vulnerable Sector Check: ☐ Yes

3. Time Commitment:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

4. Starting Date: _____

5. Absence: Procedure for reporting absence:

6. The volunteer agrees to:

- a) Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer and refrain from releasing that information to any person in accordance with the Municipal Freedom of Information and Protection of Privacy Act;
- b) Abide by DSB Ontario North East's policies and procedures **Acceptable Use Guidelines regarding appropriate access to and use of the Internet**;
- c) Notify the appropriate person at school as soon as possible when circumstances necessitate his/her absence (planned holidays, illness, etc.);
- d) Act in accordance with the norms and expectations of the school as provided in the orientation to the school.

7. The School agrees to:

- a) Provide both initial orientation to the school;
- b) Show respect and appreciation by giving the volunteer a suitable assignment in line with their area of interest and skills;
- c) Inform the volunteer in advance of all schedule changes (holidays, special events, etc.)

Volunteer Signature_____
School/Board Staff Signature_____
Date

APPENDIX B

[Print on School Letterhead]

[Date]

RE: REQUEST FOR VULNERABLE SECTOR CHECK

NAME:

POSITION: Volunteer

This letter will confirm that the individual named above requires a Vulnerable Sector Check for the purpose of becoming a volunteer with our school.

School Name:

Effective Date:

We are requesting a Vulnerable Sector Check as this is a position of trust and/or authority and includes direct contact with, and supervision of, students under the age of eighteen while at the school and/or at school activities off-site.

If there are any questions, please do not hesitate to contact me.

Sincerely,

[Principal Name]

[School Name]

[Phone or Email]

APPENDIX C

Volunteer Coaching Application Form
(on school letterhead)

The following form can be used when interviewing a potential coach in any one of the following situations:

- The applicant is not an administrator or someone with teaching certification.
- The person's philosophy and/or expertise is unknown.
- The position to be filled is one of head coach or the person would be asked to coach on their own.
- The person would be coaching a higher-risk sport as designated by OPHEA Safety Guidelines.
- The principal or designate decides to formally interview for other reasons.

Please record pertinent information on this form and keep on file. Interviewers are encouraged to include additional questions, which would be relevant to their schools.

CANDIDATE:

Name: _____

Home Address: _____

Phone (home): _____ Phone (cell): _____

Phone (work): _____ E-mail: _____

SCHOOL:

Principal/Designate: _____ Higher Risk Sport:

Team in Question: _____ ☐ Yes ☐ No

1. Please describe your previous coaching experience in _____

(specific sport), as well as experience in any other sport. Include number of years you've coached, age range of players, competitive nature of league and any other relevant details.

2. Provide current certification(s) and/or qualification(s) you hold which would be relevant to coaching. Include name and contact information of person who can verify this information or provide certificates.

3. Describe other coaching development sessions/clinics which have helped you learn more about coaching the sport.

4. What are three primary goals that you are trying to achieve as a coach?

5. Do you understand/support the principles of the “fair play” philosophy in athletics?

☐ Yes

☐ No

6. Explain how you would apply these principles to your coaching role.

7. How would you set standards of behaviour for the players you coach?

8. Please list two references associated with previous coaching experience.

Name (not a relative)

Position

Phone #/ Email

This information is collected pursuant to the District School Board Ontario North East's role as employer as set out in the Education Act. This information is collected for employment and human resource planning purposes and is within the guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act. References listed on this form will be contacted for information with respect to your suitability as a volunteer coach of DSB Ontario North East's student athletes.

Applicant Signature: _____ Date: _____

Principal/Designate Signature: _____ Date: _____

Office Use Only

References received: ☐ Yes ☐ No Principal/Designate initials: _____

Vulnerable Sector Check received: ☐ Yes ☐ No Principal/Designate initials: _____

Application accepted: ☐ Yes ☐ No

Orientation session completed: ☐ Yes ☐ No

Signature of Principal/Designate: _____ Date: _____

APPENDIX D

Volunteer General Activity Application Form
(on school letterhead)

The following form can be used when interviewing a potential volunteer in any one of the following situations:

- The applicant is not an administrator or someone with teaching certification.
- The person's philosophy and/or expertise is unknown.
- The position to be filled is one in which the person would be asked to run the activity without direct supervision.
- The principal or designate decides to formally interview for other reasons.

Please record pertinent information on this form and keep on file. Interviewers are encouraged to include additional questions, which would be relevant to their schools.

CANDIDATE:

Name: _____

Home Address: _____

Phone (home): _____ Phone (cell): _____

Phone (work): _____ E-mail: _____

SCHOOL:

Principal/Designate: _____

Medium/High Risk Activity:

Activity in Question: _____

☐ Yes ☐ No

1. Please describe your previous related activities experience in _____
 (specific activity), as well as experience in any other related activities.

2. Provide current certification(s) and/or qualification(s) you hold which would be relevant to the activity, if applicable.

3. Describe other experiences that have helped you learn more about this activity.

4. What are three primary goals that you are trying to achieve as a volunteer?

5. How would you set standards of behaviour for the participants in this activity?

6. Please list two references.

<u>Name (not a relative)</u>	<u>Position</u>	<u>Phone #/ Email</u>

This information is collected pursuant to the District School Board Ontario North East's role as employer as set out in the Education Act. This information is collected for employment and human resource planning purposes and is within the guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act. References listed on this form will be contacted for information with respect to your suitability as a volunteer of DSB Ontario North East's students.

Applicant Signature: _____ Date: _____

Principal/Designate Signature: _____ Date: _____

Office Use Only

References received: ☐ **Yes** ☐ **No** Principal/Designate initials: _____

Vulnerable Sector Check received: ☐ **Yes** ☐ **No** Principal/Designate initials: _____

Application accepted: ☐ **Yes** ☐ **No**

Orientation session completed: ☐ **Yes** ☐ **No**

Signature of Principal/Designate: _____ Date: _____

APPENDIX E

Volunteer Reference Check
(on school letterhead)

Note: In accordance with the Municipal Freedom of Information and Protection of Privacy Act, consent is required before any references are contacted. Please address each area, noting areas of strength but also of concern, discrepancies, inconsistencies in relation to application/resume and other information gathered. Use follow-up questions as required.

Candidate:

First Name:	Last Name:
Position Applied For:	
Name of Reference:	Phone Number:

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

1. How long have you known the candidate:

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

3. Why would you have been chosen as a reference?

4. If reference is the candidates supervisor (in paid or unpaid position) ask the reference to comment briefly on the following: (Otherwise proceed to number 5)

Duties / Responsibilities: _____

Punctuality / Attendance: _____

5. Please comment on the candidate's:

Strengths: _____

Interpersonal Skills: _____

Ability to understand and follow directions: _____

Initiative and self-direction: _____

6. Would you feel comfortable with this individual working with students:

7. Do you know of any reason why this person should not be working in close proximity to students:

8. Is there anything you would like to add:

Signature of Individual Conducting Reference

Date

**APPENDIX F****Confidentiality Guideline**

All information including student records, employee records, financial and operating data of the Board, and any other information of a private or sensitive nature are considered confidential. Confidential information should not be read or discussed by any volunteer.

The unauthorized disclosure of confidential information by volunteers can subject each individual volunteer and the Board to civil and criminal liability. Disclosure of confidential information to unauthorized persons, or unauthorized access to, or misuse, theft, destruction, alteration, or sabotage of such information, is grounds for immediate disciplinary action.

Volunteer Confidentiality Agreement

I hereby acknowledge, by my signature below, that I understand that confidential information, records, and data to which I have knowledge and access in the course of my volunteer work with District School Board Ontario North East is to be kept confidential, and this confidentiality is a condition of my volunteer work. This information shall not be disclosed to anyone under any circumstances. I understand that my duty to maintain confidentiality continues even after I am no longer volunteering with District School Board Ontario North East.

I am familiar with the above guideline pertaining to the use and disclosure of confidential information. I also understand that the unauthorized disclosure of confidential or proprietary information of District School Board Ontario North East could result in the end of my volunteer work with District School Board Ontario North East and possible legal action.

I hereby acknowledge and agree, by my signature below, that I understand that my volunteer service with District School Board Ontario North East is conditional upon my agreement with the guidelines noted above.

 Print Name

 Volunteer Signature

 Date

 Supervisor Signature

APPENDIX G

Parental Consent Form
(on school letterhead)

We recognize the level of interest and commitment of some students in organizing

 (name of activity)

Please be advised that this activity will be run by a qualified volunteer(s).

By signing this waiver, you fully understand that the activity will be coached/monitored/guided by a qualified volunteer, with the presence of school staff. The volunteer supervisor will have access to the student's medical and parental contact information as is required.

The qualified volunteer will assume all responsibilities for: permission/medical forms, participant selection, registration, fee collection, where applicable, administration, conduct, transportation, and activity schedule.

By consenting to your learner's son or daughter's involvement in this activity, you understand that there are inherent risks in any activity. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in any activity. Please call the school to discuss safety concerns related to this activity in which your son or daughter wishes to participate.

I GIVE MY CONSENT TO

 (student's name)

from

 (name of school)

to participate in

 (name of activity)

Student's Name:

Grade:

Parent/Guardian Name:

 Signature

 Date



HOME INSTRUCTION

1.0 Rationale

District School Board Ontario North East recognizes that school attendance may be impossible for a student in the case of **medical reasons (physical or mental health-related)**, **serious illness, injury or exclusion** **or exceptional circumstances**. Home instruction is a short-term intervention for such students.

Home Instruction: A short term intervention for students who are unable to attend school due to serious illness, injury or exclusion.

The Education Act and Regulation 298 grant permission for a student, with medical documentation to be temporarily excused from attending school, and receive alternate instruction.

Education Act, Section 21 (2)(b):

"A child is excused from attendance at school if a child is unable to attend school by reason of sickness or other unavoidable cause."

Ontario Regulation 298, section 11 (11)

"A principal, subject to approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

- a) Medical evidence that the pupil cannot attend school is provided to the principal; and
- b) The principal is satisfied that home instruction is required"

2.0 Definitions

3.0 Policy

District School Board Ontario North East will provide home instruction for pupils who are unable to attend school on a consistent or regular basis for **medical** reasons, **serious illness, injury or exclusion** **or exceptional circumstances**.



HOME INSTRUCTION

1.0 Procedures

1.1 A Home Instruction program may be provided for a pupil where,

- a) The pupil will be absent from school because of serious illness, injury or exclusion;
- b) A medical certificate or documentation is furnished stating why the student is unable to attend school;
- c) The student is able to benefit from the tutorial given; and
- d) The Principal, in consultation with the appropriate Superintendent, is satisfied that home instruction is required;
- e) The pupil must be registered in a DSB Ontario North East school;
- f) The pupil must have attended a minimum of 1 day of school.

1.2 Every pupil given home instruction shall receive a minimum of five (5) hours of instruction each week, given in at least two periods. Additional time is at the discretion of the Superintendent of Education who holds the home instruction portfolio, in consultation with the school Principal.

1.3 The Home Instruction Program will be created in consultation between the classroom teacher and the home instruction teacher. This program of instruction will consist of both instruction and student support. The program will be identified on the home instruction form. (Appendix A)

1.4 A teacher employed for the purpose of home instruction shall have a current Vulnerable Sector Screening and be registered and in good standing with the Ontario College of Teachers and the Board.

1.5 When a teacher, who is currently employed by the Board, accepts the home instruction assignment, the instruction must be given outside of the teacher's contracted school day.

1.6 A home instruction teacher will be registered with the Ontario College of Teachers and will be reimbursed at 1/1000 of the minimum salary of Category 1, Year 0 (plus 4% vacation) in accordance with the appropriate teacher collective agreement.

1.7 When an OCT qualified teacher is unable to fill a home instruction teaching assignment, an unqualified person may be considered for the position in consultation with the Principal and Superintendent of Education responsible for Home Instruction.

1.8 Home instruction shall not be given on those days designated as school holidays.

~~1.9 The Superintendent of Education responsible for Home Instruction must authorize home instruction and any modification of same.~~

~~1.10 After authorization, the Superintendent of Education responsible for Home Instruction will notify the payroll department of the following details of an approved program;~~

- ~~a) Effective date of home instruction program;~~
- ~~b) Expected duration of program, and~~
- ~~c) Minimum instruction time and number of periods per week.~~

~~1.11 Whenever possible, a neutral site should be agreed upon by the parent/guardian and the school Principal, for the Home Instruction to take place.~~

~~1.12 Kilometrage to the neutral site from the student's school will be paid at the approved Board rate. The teacher shall submit their Travel Expense Form (found in Docushare under 'Forms -> Business and Financial Forms'— sample shown in **Appendix D**) to the Principal for approval and processing.~~

~~1.13 The Principal shall:~~

- ~~• Meet with the parent to discuss the student's needs;~~
- ~~• Ensure the appropriate documentation is completed;~~
- ~~• Determine the length of time and number of hours that are required;~~
- ~~• Send copies of documents to the Superintendent of Education responsible for Home Instruction for approval (**Appendix A**);~~
- ~~• Obtain Superintendent of Education with Home Instruction responsibility approval for any unusual requests, such as;~~
 - ~~• Home instruction more than five (5) hours per week, and/or~~
 - ~~• Home instruction occurring during school holidays;~~
- ~~• First offer the student's classroom teacher the opportunity to provide the home instruction to offer continuity in the delivery of instruction;~~
- ~~• If the classroom teacher is unavailable to do so, then offer the assignment to another teacher of the same school;~~
- ~~• In the case where a teacher of the home school cannot be secured to deliver the program, the Principal will then seek a teacher elsewhere in the Board.~~
- ~~• When no teacher can be found, a person who is unqualified may be hired by the Principal in consultation with the Superintendent of Education with Home Instruction responsibility.~~

- Sign the home instruction teacher's time sheets and forward to the payroll office (**Appendix C**);
- Sign the Travel Expense Form (found in DocuShare under 'Forms >> Business and Financial Forms'—sample shown in **Appendix D**), identifying that it was for Home Instruction purposes, and forward to the appropriate Superintendent of Education with Home Instruction responsibility;
- Supervise the work of the teacher/individual employed for the purpose of home instruction; and
- Make clear, to the home instruction teacher, that at all times a parent or guardian must be present in the agreed upon location and in sight when the teacher is delivering instruction to the student.

1.14 The Home Instruction Teacher shall:

- Consult with the principal about the number of sessions and lengths of the sessions based on the needs of the student;
- Contact the family and arrange the dates and times for the home instruction;
- Create, in consultation with the classroom teacher(s), the program of instruction and student support;
- Keep the principal and classroom teacher(s) updated regularly (as determined by the school Principal) as to the progress of the student;
- Provide the student's marks to the school when available; and
- Maintain time records of hours worked and provide timesheets on a regular basis to the principal.

1.15 The Parent shall:

- Provide the school with the signed Home Instruction form (**Appendix A**);
- Sign a Release of Information form, providing the home instruction teacher with information required for effective instruction (**Appendix B**);
- Ensure that there is an adult present in the agreed upon location and in sight for the duration of the home instruction;
- Ensure that there is a quiet location for instruction; and
- Ensure that assigned homework is completed.

1.0 Purpose

This procedure outlines the conditions and process for providing home instruction to students who are unable to attend regular school due to medical condition (physical or mental health-related), or other exceptional circumstances, and delineates it from home schooling (parent-led education).

2.0 Definitions

Home Instruction: Temporary instructional support provided by the school board to students who are unable to attend school due to medical condition (physical or mental health-related) or exceptional reasons, or exclusion as verified by documentation.

Home Schooling: Education of a child by their parent/guardian at home without school board-provided instruction, as outlined in PPM 131.

3.0 Legislative and Policy References

Ontario Regulation 298, Section 11(11)

Policy/Program Memorandum 131 (PPM 131): Home Schooling

Ontario Human Rights Code

4.0 Application Criteria

4.1 Home instruction may be considered for students:

4.1.1 With a verified medical condition (physical or mental health-related) that prevents school attendance.

4.1.2 Who are excluded, suspended or expelled (as per Safe Schools legislation).

4.1.3 Who are unable to attend for other exceptional reasons approved by the Superintendent.

5.0 Request and Approval Process

5.1 A written request for home instruction (Appendix A) must be submitted to the school principal and must include:

5.1.1 Completed Home Instruction Request Form.

5.1.2 Medical certificate or documentation from a qualified health professional specifying the expected duration of absence.

5.1.3 Parental/guardian consent forms for information sharing (Appendix B).

5.2 The principal will:

5.2.1 Review the request and confirm eligibility.

5.2.2 Consult with the Superintendent of Education responsible for Home Instruction for approval.

5.2.3 Coordinate the assignment of a qualified instructor.

5.2.4 Notify the regional attendance counsellor

6.0 Instructional Guidelines

6.1 Instructional time will generally consist of 3 to 5 hours per week, delivered in-person or via remote learning platforms based on the student's condition and availability of resources.

6.2 Instruction should be tailored to student needs and reflect the student's current educational program.

6.3 When a teacher, who is currently employed by DSB Ontario North East, accepts the home instruction assignment, the instruction must be given outside of the teacher's contracted school day.

6.4 Instruction will be asynchronous with instructional time based on the nature of the student's condition and teacher availability

6.5 Progress shall be monitored through regular communication and documented learning updates.

6.6 Days available for instruction will follow the established annual school year calendar.

6.7 When instruction is to be in-person, a neutral site should be agreed upon by the parent/guardian and the school Principal, for the instruction to take place.

7.0 Instructional Personnel

7.1 Teachers assigned must be certified by the Ontario College of Teachers (OCT).

7.2 When an OCT qualified teacher is unable to fill a home instruction teaching assignment, an unqualified person may be considered for the position in consultation with the Principal of the student's home school and the Superintendent of Education responsible for Home Instruction.

7.3 The student's regular classroom teacher will be prioritized for continuity of learning.

8.0 Roles and Responsibilities

8.1 Parent/Guardian:

8.1.1 Submit request and documentation (Appendix A).

8.1.2 Consult with the Principal to establish a site for in-person instruction. When instruction is provided via technology, the parent/guardian will ensure a safe and appropriate environment for instruction.

8.1.3 Participate in regular updates on student progress.

8.2 Principal:

8.2.1 Ensure documentation is completed and submitted.

8.2.2 Assign instructional staff and coordinate logistics, including notification of the regional attendance counsellor.

8.2.3 Monitor student progress and effectiveness of instruction.

8.3 Home Instruction Teacher:

8.3.1 Prepare and deliver instructional materials.

8.3.2 Maintain contact with the school team.

8.3.3 Submit progress reports bi-weekly.

8.3.4 Submit the Home Instruction Timesheet (Appendix C) on a weekly basis to the payroll department.

8.3.5 Submit the Statement of Travelling Expense form (Appendix D) when travelling to meet the student in person. Kilometrage to the neutral site from the student's home school will be paid at the approved Board rate.

8.4 Superintendent:

8.4.1 Approve or deny requests.

8.4.2 Provide oversight and resolve disputes.

9.0 Monitoring and Review

9.1 All home instruction placements shall be reviewed every 4-6 weeks or as determined by the Superintendent of Education responsible for Home Instruction in consultation with the school Principal.

9.2 Decisions to extend or terminate instruction must be supported by updated documentation.

9.3 A final review shall occur upon the student's return to school.

10.0 Use of Technology

10.1 Where appropriate, digital platforms such as virtual classrooms, video conferencing tools, and cloud-based resources will be used.

10.2 The board will provide necessary supports to ensure access to remote instruction.

11.0 Documentation and Records The following must be retained in the student's OSR:

11.1 Request form (Appendix A)

11.2 Medical documentation (Appendix A)

11.3 Parental consent forms (Appendix B)

11.4 Progress reports

11.5 Correspondence and review summaries

Appendices

Appendix A: Request for Home Instruction

Appendix B: Authorization to Release or Obtain Information

Appendix C: Home Instruction Timesheet

Appendix D: Statement of Travel Expense

Appendix A

Request for Home Instruction

Parental/Guardian Request: I request that my child be enrolled in a Home Instruction Unit.

Student Name: _____ Gender (M/F): _____

School: _____ Grade: _____

Home Address: _____

Parent/Guardian Name

Parent/Guardian Signature

Date

Medical Certificate for Home Instruction To be completed where a child is unable to attend school due to serious illness or injury, and can still benefit from home instruction. (Any cost associated with the medical certificate is at the expense of the parent/guardian.)

I have attended this patient and find that because of *(reason for absence)* _____

he/she will be confined to their home for _____ weeks.

Date

Doctor's Name *(Please print)*

If there is an address stamp, please place here:

Doctor's Signature

Address:

OR

Documentation for Other Reasons for Home Instruction

Reason for Home Instruction: _____

Details: _____

Authorized By

Signature

Date

Home Instruction Program Decision

☐ **Application Approved:** No. of Hours/Weeks: _____ Teacher Assigned: _____

Program of Instruction – detailed description: _____

-- OR --

☐ **Application Denied:** Reason for Denial: _____

Principal Signature

Date

Superintendent Signature

Date

Copies to: School, Payroll, Parent/Guardian

Appendix B**AUTHORIZATION TO RELEASE OR OBTAIN INFORMATION**

Student's current school: _____

District School Board Ontario North East is hereby authorized **to release or obtain** any social, educational, medical or other pertinent data from/to

(Name of agency, individual or authority)

as may be necessary or desirable for developing an appropriate educational program for

Name of Student

Date of Birth (YYYY MMM DD)

Specifics of request:

This release of information form will be in effect from _____ to _____

Name of Parent/Guardian (please print): _____

_____ Signature of parent/guardian	AND/OR	_____ Signature of Student (if 16 years or older)	_____ Date
---------------------------------------	---------------	---	---------------

_____ Signature of Witness	_____ Date
-------------------------------	---------------

Appendix C

Home Instruction Timesheet (ETFO & OSSTF)

DSB1 – Payroll & Benefits Office
 198022 River Road, New Liskeard, ON P0J 1P0

Scan/Email to: Payroll@dsb1.ca

NAME: (print) _____

EMPLOYEE ID #: _____

Student Name	
Address	
School Attended	

	DATE mm/dd/yy	SHIFT START Time	SHIFT FINISH Time	HOURS WORKED (i.e.: 2.75)	LESSONS TAUGHT or TOPICS COVERED *SIGNED BY PARENT/GUARDIAN
SUN					
MON					
TUE					
WED					
THU					
FRI					
SAT					
Total Hours Worked					

INSTRUCTIONS:_____
Employee Signature_____
Approved By_____
Payroll Batch #**Comments:**

-
- **Timesheets will be returned** if not fully completed and signed by the appropriate Principal / Supervisor. Pay will not be issued from an incomplete or unauthorized timesheet.
 - **Salaried Teacher Doing Home Instruction:** All hours will be paid with the regular bi-weekly pay. Please fax timesheet to the Payroll Office each Friday by 4:00 p.m.
 - **All Others:** You are paid according to the bi-weekly schedule for Timesheet Employees. Please fax your timesheet to the Payroll Office each Monday by 9:00 a.m.

[illegible]



PHYSICAL INTERVENTION / CONTAINMENT CRISIS PREVENTION INTERVENTION (CPI)

1.0 Rationale

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning environment; and Students, their families, volunteers and schools staff have a right to expect that schools be safe and free from violence and/or physical harm; and Our primary goal is to promote the development of each individual to their fullest potential and in doing so, we must preserve the dignity of each student at all times; and Physical intervention or containment should be used only as a last resort when verbal interventions are deemed inappropriate or ineffective. Implementing trauma-informed de-escalation training yields positive long-term results.

Implementing trauma-informed de-escalation training yields positive long-term results.

CPI training provides the tools to not only prevent challenging behaviour but also to de-escalate situations if they do arise.

CPI is an evidence-based, person-centered approach to help schools achieve a consistent and effective learning environment.

2.0 Definitions

Crisis Prevention Intervention training provides staff with an effective framework for preventing, de-escalating, and safely responding to crisis behaviour. The program introduces how to apply knowledge of the brain and behavior to understand distress behaviour and reasons for distress. CPI school support teams learn to analyze the risks of behaviour, and how to mitigate that risk using verbal de-escalation strategies (Level 1), and if unsuccessful, using disengagement and restrictive interventions (Level 2), as the last resort.

Level 1 Verbal Intervention (VI) Training prepares school staff to identify, respond to, and prevent low-risk crisis behaviour with non-restrictive intervention techniques.

Level 2 Nonviolent Crisis Intervention (NCI) Training prepares school staff to prevent and de-escalate medium to high-risk behaviour using both restrictive and non-restrictive safety interventions. Restrictive methods include disengagement skills and holding skills.

3.0 Policy

District School Board Ontario North East is committed to ~~the concept of using the least restrictive and intrusive approaches to dealing with unsafe student behaviour through the use of non-violent physical intervention / containment~~ using a person-centered and trauma-informed approach to managing distress behaviour. This framework uses safety interventions that range from verbal and environmental non-restrictive to disengagements and restrictive interventions.



**~~PHYSICAL CONTAINMENT~~ CRISIS PREVENTION
INTERVENTION**

**Guidelines and
Procedures**

~~Procedure Manual~~

for the Use of

~~Physical~~

~~Containment~~ CPI

The CPI School Support Team Planning document (Appendix A) clearly outlines the District School Board Ontario North East directives in the following areas.

1. Introduction
2. ~~Definition of Physical Intervention/Containment~~ CPI School Support Teams
3. ~~Unacceptable Practices Related to Physical Intervention/Containment~~ Initiating CPI School Support Teams
4. ~~Situations that Warrant the Use of Physical Intervention/Containment~~ Role of the CPI Team Leader
5. ~~Staff Training Required for the Use of Physical Intervention/Containment~~ Role of the CPI School Support Team
6. ~~Debriefing Practices~~ Definition of Safety Interventions
7. ~~Documentation of Use of Physical Intervention/Containment~~ Considerations for Using Safety Interventions
8. ~~Physical Intervention/Containments as Part of the Student Individual Education Safety Plan~~ Prohibited Practices Related to Safety Interventions
9. ~~Parental Involvement in the Use of Physical Intervention/Containment~~
All use of physical intervention/containment and all physical intervention/containment initiatives will be subject to the District School Board Ontario North East Physical Intervention/Containment Procedures Manual. Documentation and Debriefing Practices
10. Training and Re-certification of CPI

These procedures include the following Appendices:

Appendix A: CPI School Support Team Planning

Appendix B: CPI School Support Team Meeting Summary

Appendix C: Decision Making Matrix

Appendix D: CPI Incident Reporting Form
CPI Incident Reporting Form Fillable

Appendix E: CPI Incident Debriefing Questions

All use of ~~physical intervention/containment and all physical intervention/containment initiatives will be subject to the~~ safety interventions will be reviewed by the Superintendent of Education and Special Education Administrator and are subject to District School Board Ontario North East's ~~Physical Intervention/Containment Procedures Manual~~ Guidelines and Procedures for the Use of CPI.

1. Introduction:

As educators, our primary goal is to promote the development of each individual to their fullest potential. In doing so, ~~we must preserve the dignity of each student at all times.~~ District School Board Ontario North East is committed to ~~the concept of using the least~~

restrictive and intrusive approaches to dealing with unsafe student behaviour using a person-centered and trauma-informed approach to managing distress behaviour. DSB1 will adhere to the CPI Guided Philosophy of Care, Welfare, Safety, and Security, as it is essential to supporting students and creating a culture of safety for everyone. This involves the use of proactive strategies as much as possible in dealing with concerning/unsafe behaviour.

Physical intervention/containment should be used only if warranted (Refer to #4). Placing an emergency call to 911 is always an option in a crisis situation.

For students at the secondary level, physical intervention/containment is NOT recommended. There may be exceptions for students with autism or developmental disabilities where physical intervention/containment is carefully considered as part of their Individual Safety Plan.

Prior to using a safety intervention which includes disengagement or holding skills, there are factors to be considered. (see Initiating the CPI School Support Team).

2. Definition of Physical Intervention/Containment CPI School Support Teams:

Physical intervention/containment of a student as outlined by Behaviour Management Systems (BMS), supports the use of the least intrusive intervention necessary until safety has been re-established. Physical intervention refers to use of appropriate responses by staff to student physical aggression/violence. (i.e. hair pulling, biting, hitting or kicking). Physical containment is defined as the safe containment of a student by two persons using the appropriate, small student or large student containment as described by BMS.

School administration and staff must be committed to mitigating risk behaviours. Principals will ensure that each school has a minimum of three CPI trained staff available to form a CPI school support team, which will support students and staff in crisis management and conflict resolution situations.

The CPI School Support Team shall be identified through a collaborative process involving school administrators and the Special Education Administrator. Selection decisions will be guided by the following criteria to ensure that team members are well-equipped to manage and support students in distress effectively:

Reliability: Staff must exhibit consistent accountability, punctuality, and dedication in their professional roles.

Professional Attitude: Staff must demonstrate the ability to remain composed and act effectively in high-stress or crisis situations.

Communication and Conflict Resolution: Staff must possess strong communication, empathy, and conflict resolution skills to provide appropriate support to students in distress.

Decision-Making: Staff must have a proven ability to assess situations and make appropriate, timely decisions during crises.

The principal is responsible for submitting their CPI School Support Team Planning Template (Appendix A) by September 30th of each school year to their respective Superintendent of Education and the Special Education Administrator. CPI School Support Teams shall meet four (4) times throughout the school and/or at the discretion of the principal. A completed CPI School Support Team Meeting Summary (Appendix B) shall be submitted to the Superintendent of Education and Special Education Administrator after every meeting.

3. Unacceptable Practices Related to Physical Intervention/Containment Initiating the CPI School Support Team:

- Any action that is punitive in nature
- Any action that could result in restriction of breathing
- Withdrawal of basic needs and rights
- Involvement in containment measures, any untrained staff, or any staff unwilling or unable to perform the containment techniques
- Shaking, shoving or other forms of physical aggression
- Requiring or forcing a student to repeat physical movements
- Use of physical intervention/containment to gain compliance

Involving the CPI School Support Team during escalating behaviour or a crisis should be done in a positive way that promotes de-escalation and maintains the dignity and privacy of the student in distress.

It is the principal's responsibility to determine when and how the team will be called and ensure all staff are familiar with the steps.

In any intervention, it is important that one staff member be identified as the CPI Team Leader. Selection of a leader for a crisis should be based on a set of principles/qualities:

- The staff member that arrives at the crisis with the most training and who is centered at the time;
- The first staff member who arrives at the scene is considered the team leader;
- Although another staff member may have arrived on the scene first, the staff member with the best rapport with the individual in distress may become either the team leader, or the communicator for this crisis.

4. Situations that Warrant the Use of Physical Intervention/Containment Role of the CPI Team Leader:

- The student presents an imminent risk of injury to self and/or others
- All other non-physical interventions have been unsuccessful (including removing the target)
- Physical intervention presents less of a risk of injury than the inappropriate behaviour.

Ensuring the well-being and maintaining the safety of all involved is the role of the CPI Team Leader. The task or responsibility areas that a team leader is accountable for include:

- Assessing the situation;
- Planning, directing, and coordinating the intervention;
- Cuing, directing and coordinating the team's response to the situation;
- Communicating directly with the student in crisis; however, in some circumstances, the staff with the best rapport may be directed to communicate with the student in crisis.

- Ensuring the least restrictive safety intervention is being utilized.

5. Staff Training Required for the Use of Physical Intervention/Containment Role of the CPI School Support Team:

- It is the responsibility of the Principal to ensure that annual training in the use of physical intervention/containment is provided to appropriate staff members.
- Training in the use of behaviour management techniques and physical intervention/containment is an annual requirement for Educational Assistants and may include training for teachers and administrators as required.
- In-service training sessions should be conducted by certified trainers who may be employees of District School Board Ontario North East.
- Training should include the following components:
 - Review of on-line materials/resources
 - Theoretical perspectives
 - Educational context
 - Legislation compliance
 - The 4 phases of behaviour management
 1. Information gathering phase
 2. Action phase
 3. Physical intervention/containment strategies
 4. Review and debriefing stage.

The CPI Team Leader is expected to give directions and coordinate the intervention. The other team members are to respond to the direction of the team leader and provide any support that is necessary. Specifically, team members should be prepared to:

- Accept directions from the CPI Team Leader, while keeping in mind that the input of all team members is important and valued;
- Remove onlookers and secure the area;
- Designate a team member to document the incident;
- Communicate well with the other CPI team members;
- Respond in accordance with the Crisis Prevention Intervention Procedure (2.1.21) of District School Board Ontario North East and Crisis Prevention Intervention training.

6. **Debriefing Practices** **Definition of Safety Interventions:**

- For students who have the ability to understand the consequences of their actions, a debriefing meeting should be convened before the student returns to the classroom. This meeting could include, as appropriate for the situation, the student, teachers, principal, administrators, support staff, counsellors and parents or guardians. The aim of this meeting is to restore positive communication through the discussion of the feelings of all involved, as well as possible alternative actions more appropriate than unsafe behaviour.
- In some cases, students or parents who have witnessed a particularly disturbing event of the physical intervention/containment of another student may benefit from an informal debriefing meeting to create an opportunity for positive counselling and the sharing of perceptions and feelings.

All staff involved in an incident of physical intervention/containment should meet as soon as possible after the incident. The purpose of the staff debriefing meeting is to discuss, listen and validate one another's feelings regarding the incident. It may also be appropriate, at the staff debriefing meeting, to evaluate the collective response to the incident and effectiveness of the student's safety plan/success plan. The debrief meeting should be convened by the principal and should involve the staff involved in the event, as appropriate to the situation.

CPI categorizes safety interventions as non-restrictive and restrictive strategies to maximize safety and minimize harm. Risk behaviour is defined as an imminent risk to self or others.

Verbal and Environmental Non-Restrictive Interventions are the least restrictive approaches and can include removing others or items from the environment, redirecting the student in distress to another area, being supportive and using the verbal de-escalation staff approaches.

Disengagement Skills are non-restrictive safety interventions used to release or escape, to protect yourself, or to rescue or protect others.

Holding Skills are the most restrictive safety interventions necessary to restrict a student's range of movement to prevent the infliction of harm to self or others.

Disengagements and restrictive interventions must be a last resort. These interventions carry risk. Use them only when the risk of not using them is greater.

7. **Documentation of the Use of Physical Intervention/Containment** **Considerations for Using Safety Interventions:**

- The principal will ensure completion of, file and forward a Use of Physical Intervention/Containment Incident Report Form (Appendix A) to the appropriate District School Board Ontario North East personnel and parent or guardian.

- The principal will forward an Ontario School Boards Insurance Exchange Form and/or a Worker's Safety Insurance Board Form and/or a Violent Incident Report to the appropriate District School Board Ontario North East personnel IF any injury has resulted from the use of physical intervention/Containment.
- Referring to the Decision-Making Matrix (Appendix C), staff have objectively and thoughtfully; analyzed the likelihood of the behaviour and the severity of harm should it occur
- All non-restrictive interventions have been exhausted;
- Risk behaviour is an imminent risk of harm to self or others;
- This is the last resort.

8. Physical Intervention/Containment as Part of the Student Individual Safety Plan (ISP) Prohibited Practices Related to Safety Interventions:

There may be a few students who, because of a potential need for de-escalation strategies, physical intervention and/or containment, will require notation in their Individual Safety Plan (I.S.P.)

The I.S.P. should clearly outline the purpose of intervention/containment and the conditions of its use. It may be developed in consultation with educational and outside agency staff involved as well as the parents or guardians of students under the age of 18 years.

Components of the Individual Safety Plan (I.S.P./ Appendix B) may be included in the Individual Education Plan (I.E.P.) as an alternative area of behaviour programming, outlining clear expectations and strategies to support an increase in positive student behaviours.

- Use of safety intervention to gain compliance and cooperation;
- Use of any other restrictive intervention or restraint outside of CPI's approved safety interventions;
- Involvement of untrained staff in holding skills
 - Untrained staff can be observers and support;
- Shaking, shoving or other forms of aggression;
- Any action that is punitive in nature;
- Any action that could result in restriction of breathing;
- Withdrawal of basic needs and rights.

9. Parental Involvement in the Use of Physical Intervention/Containment Documentation and Debriefing Practices:

- Parents or guardians are to be informed as soon as possible after each incident of physical intervention/containment involving their child.
- Parents or guardians should be invited to debriefing meetings following an incident involving their child.
- In some cases, the parents or guardians of students who have witnessed a significant incident of aggression/violence, possibly involving physical intervention and/or a containment, should be informed of the general circumstances. Confidentiality will be maintained.
- Parents or guardians of students who have required containment will receive a copy of the Physical Intervention/Containment Incident Report Form (Appendix A) and the Individualized Safety Plan Form (Appendix B), if applicable.

Incident Reporting

- **Complete Required Forms**
 - Incident reporting involves all staff, including staff supporting the student at early signs of distress behaviour.
 - If the CPI School Support Team is called and a disengagement or holding skill is not used, staff only need to complete **page one of the CPI Incident Reporting Form (Appendix D)**.
 - If the CPI School Support Team is called and there is the use of a disengagement or holding skill, staff must complete the **CPI Incident Reporting Form, page one and two (Appendix D)**.
- **Submit Forms**
 - Submit the completed forms to the Superintendent of Education and Special Education Administrator for review and documentation.

- **File Documentation**

- File a copy of the completed incident forms in the **student's Ontario Student Record (OSR)** to maintain a comprehensive record.

- **Complete an OVIR (only if required):**

- If an Online Violent Incident Report (OVIR) is necessary, complete and submit it according to organizational guidelines

Debriefing Procedures

- **Debrief with Involved Staff:**

- Conduct a debrief session with all staff members involved in the incident.
 - School administrators can use the **CPI Incident Debriefing Questions (Appendix E)** as a guide to reflect on the incident, analyze responses, and identify any areas for improvement in crisis prevention and intervention practices.
 - An invitation to participate in debrief sessions can be extended to DSB1's certified instructors.

- **Debrief with the Student:**

- Engage in a debrief session with the student involved in the incident to provide support and understand their perspective.
 - Ensure that the student debrief is approached with sensitivity, focusing on restoring trust and promoting positive outcomes.
 - An invitation to participate in the debrief session can be extended to the student's family.

10. Training and Re-certification of CPI

It is the responsibility of the Director of Education or designate to ensure and plan annual training for all Board trainers certified instructors renew their CPI license annually and bi-annual training for all CPI School Support Team members and other designated employee groups so that their program certification and accreditation is maintained.

Certified instructors with DSB1 will train all CPI School Support Team Members and issue a Blue Card that remains valid for one year after the successful completion of their training. CPI School Support Team Members will be recertified annually to retain and reinforce CPI principles and techniques.



District School Board
Ontario North East

APPENDIX A

PHYSICAL INTERVENTION/CONTAINMENT INCIDENT REPORT FORM

Student's Name	
Date of Birth	
School	
Date of Incident	
Time of Incident	
Date of Report	
Staff Involved in Use of Physical Intervention/Containment	

Narrative Report of Circumstances Leading to and Following the Incident

Physical Intervention/Containment Action Taken

Persons/Agencies Contacted following the Incident

Additional Comments and Debriefing Notes

Signature of Principal

cc. Parent or Guardian
Superintendent of Education
Original to O.S.R.

Student's Name	
Date of Birth	
Date of Individual Safety Plan	
Review Date	
Staff Involved in Drafting Plan	

[illegible][illegible]

Preliminary Staff Response to Anxiety/Agitation

Physical Intervention/Containment Procedures to be Used

Follow Up Procedures to be Used

Signature of Principal

cc. Parent or Guardian
Superintendent of Education
Original to Individual Education Plan/Personal Safety Section



District School Board
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Appendix A

CPI School Support Team Planning

This form must be submitted to the Superintendent of Education and the Special Education Administrator each school year by September 30.

School Name:	
Current School Calendar Year:	Principal:
Identified CPI School Support Team 	

Additional staff trained in Nonviolent Crisis Intervention: Staff that are trained, but are not responding to CPI School Support Team calls unless specified

Protocol for Involving the CPI School Support Team: What does this look like? How do you gather staff? Specific sound/code over the PA System? Considerations:

The suggested meeting intervals are below and should occur at the beginning of the identified months. If you would like a Certified Instructor to provide a refresher on specific CPI concepts, please contact the Special Education Administrator.

November Review Date:	Who's attending:
February Review Date:	Who's attending:
May Review Date:	Who's attending:

Appendix B

School: _____ Date: _____

Staff Present:	

Staff Absent:	

[illegible]

Any follow up required or additional questions need to be answered, please list here. A certified CPI Trainer will review and connect with the school administrator.
--

Please complete this form after each team meeting and submit it to the Superintendent of Education and the Special Education Administrator.

Appendix C

Decision Making Matrix

- Last resort
 - Acting out of necessity
 - Harm is imminent or immediate
 - There is no alternative
- Reasonable
 - The individual's potential to cause harm
 - The individual's intent to cause harm
- Proportionate
 - Not acting by way of punishment or revenge
 - Equal to or less than the harm that may arise from the person's behavior
- Least restrictive
 - Maintain human rights
 - No less restrictive alternative available
 - Minimum amount of time

Severity of Harm		Likelihood of Behavior				
Catastrophic	Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
Major	Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
Moderate	Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill health	LOW	MEDIUM	HIGH	HIGH	EXTREME
Minor	Psychological or physical injury will be non-permanent and/or cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
Negligible	Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM



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Appendix D

CPI Incident Debriefing Questions

Student's Name	
School	
Date of Incident	
Date of Debrief	
Staff Participating in the Debrief	
Staff Leading the Debrief	

Supporting in the Present

How is everyone feeling? How did the crisis impact you and others involved?
Recognize the emotional and physical impact of the crisis, acknowledge their feelings.
Provide support as needed.

Understanding the Past

What happened? What were the precipitating factors leading to the crisis? Walk me through what you observed.
Allow each staff involved to share from their perspective
Encourage staff to provide a clear account of the incident, ask open-ended questions.

What strategies did you use? Were they effective or not effective?

Reflect on the de-escalation approaches implemented and assess what was successful or unsuccessful.

Planning for the Future

How are you feeling about working with the student again? What tools or support do you think would help you handle a similar situation more effectively?

Identify gaps in skills or resources.

Ensure staff feel prepared.

Ensure staff are feeling confident in working with the student again.



SUPPORTING STUDENT BEHAVIOUR THAT IS VIOLENT AND AGGRESSIVE

1.0 — Rationale

A school is a place that advocates responsibility, respect, civility and academic excellence in a safe learning environment while promoting the development of each student to their fullest potential and preserving their dignity at all times, and

Students, their families, school staff, volunteers and the community have a right to expect that schools be safe and free of violence, and

Students must learn how to handle conflict and anger in non-violent ways in order to become responsible citizens; and

The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system — parents or guardians, volunteers, teachers and other staff members — whether they are on school property, on school buses or at school authorized events or activities.

2.0 — Definitions

3.0 — Policy

District School Board Ontario North East is committed to ensuring a safe, healthy learning and work environment. In partnership with pupils, their families and community, District School Board Ontario North East recognizes its responsibility in partnerships to provide a safe, positive, violence-free learning and work environment. The Safe Schools: Student Discipline, Bullying Prevention and Intervention procedure (2.1.18) outlines expectations in this regard and outlines the mandatory and discretionary consequences for infractions outlined in The Education Act as amended by the Safe Schools Act, 2000.



District School Board
Ontario North East

Procedure No. 2.1.23

Section 2.1: School Related Operations

Related References:

Appendices: A - J

Approved: February 15, 2005

Revised: June 20, 2017

June 18, 2019

Review Date:

TITLE: SUPPORTING STUDENT BEHAVIOUR THAT IS VIOLENT AND AGGRESSIVE

PROCEDURES:

The procedures for Supporting Student Behaviour that is Violent and Aggressive clearly outlines the District School Board Ontario North East directives in the following areas:

1. Introduction
2. Definition of Violence and Assault
3. Behaviour Management System (BMS) Teams
4. Staff Training Required for Preventing and Responding to Violent Incidents and Aggressive Student Behaviour
5. Recording, Reporting and Managing Student Behaviour

These Procedures include the following Appendices:

Appendix A: BMS Team Planning

Appendix B: BMS Team Review and Consolidation Meeting Minutes

Appendix C: Application for Admission

Appendix D: Consent to Disclosure or Transmittal of Information

Appendix E: School Entry Plan

Appendix F: Weekly Behaviour Log

Appendix G: Time Blocked Behaviour Log

Appendix H: Daily Behaviour Log

Appendix I: Behaviour Management Plan (copy of BMP to be filed in the OSR)

Appendix J: Record of Police Investigation

1. Introduction

District School Board Ontario North East recognizes its responsibility in partnership with pupils, their families and community to provide a safe, positive, violence-free learning and working environment. As a collective group, our primary goal is to promote the development of each individual to their fullest potential.

The Principal, subject to the authority of the appropriate Superintendent of Education, is in charge of the instruction and discipline of students in the school and the organization and management of the school. It is the duty of the Principal to ensure a safe, healthy work and learning environment.

The Principal has a duty to investigate all incidents resulting from violent or aggressive acts occurring on school property, at school sponsored events and off school property that are deemed by the Principal to have a significant negative impact on the school. The investigation should include information from the person(s) directly or indirectly involved in the incident.

It is the expectation of District School Board Ontario North East that there be a positive working relationship between a school and its community. This positive relationship serves to foster mutual respect and understanding which alleviates some of the underlying causes of violent behaviours amongst students.

2. Definitions of Violence and Assault

Violence is defined as an action or actions, either voluntary or involuntary, which are aggressive in nature and which cause, or have the potential of causing damage or injury.

Assault is defined as the intentional application of force to the person without his/her consent or the attempt by threat, act or gesture to apply force to another if the other believes one has the apparent, present ability to do so.

3. Behaviour Management System (BMS) School Teams

Introduction

School administration and staff must be committed to reducing aggression and violence within schools. Principals will ensure that an adequate number of BMS trained staff are available to form a BMS Team, which will support students and staff in crisis management and conflict resolution situations.

It is recommended that the school BMS Team be consulted/involved in incidents of aggressive/violent student behavior. Team members have received training regarding protocols, procedures and roles, as well as in co-ordination and integration of approaches required for managing violent and aggressive student behaviour.

The major principles for utilizing a BMS Team in responding to crisis or critical incidents are:

- **Safety** — BMS teams will assist staff and the aggressive/violent student(s) in managing their behaviour.
- **Professionalism** — Individuals responding to an aggressive/violent student will make every effort to reduce the risk of violence by employing de-escalation strategies. If the use of these strategies is ineffective, support from the BMS Team should be initiated.

BMS Team members initially engage in de-escalation techniques, and if warranted, in physical intervention and/or containment.

- Witness — BMS Team members are required to participate in post-crisis review and debriefing after each incident.

Selecting the BMS Team

Developing a BMS Team with a minimum of three individuals at a school level must be commenced and/or reinforced in September. The Principal is responsible for submitting the School BMS Team Planning Template (Appendix A) by September 30th of each school year to their respective Superintendent of Education. BMS Teams shall meet four (4) times throughout the school year and/or at the discretion of the Principal. A report of the BMS Team meeting (Appendix B) shall be submitted to the Superintendent of Education with the Special Education portfolio and copied to the Superintendent of Education who supervises the school. Review materials are available for all trained and registered employees online. A link to these materials will be provided to Principals at the beginning of every school year.

The composition of the BMS Team should consist of the following individuals with their associated responsibilities:

Member	Responsibilities
Principal/Vice Principal	Develops and initiates yearly building action plan, delegates responsibilities, coordinates and communicates with BMS Team; communicates with the family, community and staff.
School Staff trained as BMS Practitioners	Participate in yearly training, building an action plan and responds to crisis and/or conflict resolution situations as required.

When selecting the members of a BMS Team, Principals should consider the following personality and characteristics when assembling the group:

- Self-motivated, creative, enthusiastic and genuinely interested in working with challenging students;
- Self-confident and has strong ties to students in the building (resource teachers/organizes extra-curricular activities);
- Fosters and maintains trust with students even when sanctions are imposed;
- Flexible views on discipline — interested in managing behaviour versus correcting it immediately;
- Strong interpersonal skills and the respect of staff and students;
- Copes well with stress and deals well with conflict;
- Strong oral and written communication and leadership skills.

Initiating the BMS Team

Getting the BMS Team to converge on the scene of the crisis or intervention in ways that positively influence the resolution of the immediate crisis is vital. Further, it may be important to have the BMS Team prepare to respond to crisis calls in ways, which reflect the level or nature of a crisis. In order to

accomplish this without contributing to an escalation of violent behaviour necessitates alternative strategies in summoning members of the BMS Team.

The BMS Team shall be summoned to an incident or crisis at a specific location in a school by announcing, “Mr. Calm, please proceed immediately to room #/area. Mr. Calm to room #/area.”

In any intervention, it is important that one staff member be identified as the BMS Team leader. Establishing roles and corresponding responsibilities are vital for effective communication. Selection of a leader for a ‘crisis’ should be based on a set of principles/qualities. The following principles are provided as a means of assisting you with the selection of a BMS Team leader for each crisis or intervention.

- The staff member that arrives at the crisis with the most training and who is centered at the time;
- The first staff member who arrives at the scene is considered the team leader;
- Although another staff member may have arrived on the scene first, the staff member with the best rapport with the acting-out individual may become either the team leader, or the communicator for this crisis.

Role of the BMS Team Leader

Ensuring the well-being of individuals or students in crisis, while maintaining the safety of all involved, is the goal of the BMS Team leader. The task or responsibility areas that a BMS Team leader is accountable for:

- Assessing the situation;
- Planning, Directing and Coordinating the intervention;
- Cuing, directing and coordinating the team’s response to the situation;
- Communicating directly with the individual in crisis (Generally, only the team leader will communicate with the student or individual in crisis), however, in some circumstances, the individual with the best rapport may be directed to communicate with the individual in crisis. This individual may not necessarily be the team leader);
- Ensuring the least intrusive intervention is being utilized.

Role of the BMS Team Members

The BMS Team leader is expected to give direction and coordinate the intervention. The remaining team members are to respond to the direction of the team leader and provide any support that is necessary. Specifically, team members should be available to:

- Accept direction from the BMS Team leader;
- Remove onlookers and secure the area;
- Communicate well with other BMS Team members
- Respond in accordance with the Physical Intervention/Containment Policy (2.1.21) of District School Board Ontario North East and Behaviour Management Systems training;
- Be prepared to assist in containing the individual, if:

1. The student presents an imminent risk of injury to themselves or others;
2. All other non-physical interventions have been unsuccessful;
3. Physical intervention presents less of a risk of injury than the inappropriate behaviour.

Changing BMS Team Leaders

In many crisis situations it may be advantageous to change communicators. The individual with the best rapport is always preferred in attempting to defer volatile situations. During this shift, be certain to:

- Explain the switch to the individual in crisis;
- Ensure that all team members on-site are aware of the switch; and
- Ensure that your team has discussed and practiced this scenario prior to responding to crisis incidents.

4. Staff Training Required for Preventing and Responding to Violent Incidents and Aggressive Student Behaviour

It is the responsibility of the Director of Education or designate to ensure and plan annual training for all Board trainers, and bi-annual training for all BMS Team members and other designated employee groups so that their program certification and accreditation is maintained.

Certified trainers will conduct in-service training with BMS Teams as needed but no longer than every two (2) years.

5. Recording, Reporting and Managing Student Behaviour

Principals will contact their appropriate Superintendent of Education within 48 hours of filing a Violent Incident Form (page 13) as per the Violence Prevention Policy (2.1.7) or a Physical Intervention/Containment Incident Report Form (appendix A) as per the Physical Intervention/Containment Policy (2.1.18).

These procedures deal with the recording of violent incidents or aggressive behaviours and physical interventions and/or containments under two different circumstances:

A. Those required by the PPM 120 – Reporting Violent Incidents to the Ministry of Education (May 16, 2011). Where by the term *violent incident* is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- Possessing a weapon, including possessing a firearm
- Physical assault causing bodily harm requiring medical attention
- Sexual assault
- Robbery
- Using a weapon to cause or to threaten bodily harm to another person
- Extortion
- Hate and/or bias motivated occurrences

For circumstances described in part (A) above, the incident is to be recorded using:

- The Violent Incident Form (Violence Prevention Policy 2.1.7, p. 13), and
- A Record of a Police Investigation (Appendix J).

- A Physical Intervention/Containment Incident Form and Individual Safety Plan (Appendix A and B of the Physical Intervention/Containment Policy 2.1.21) must be completed if required by policy.

B. Those violent or aggressive behaviours that do not necessarily result in suspension, expulsion or police involvement (e.g. mitigating circumstances re: age or exceptionality), but nonetheless are indicative of a pattern of aggressive behaviour towards oneself or others.

For circumstances described in part (B) above, the incident is to be recorded in the Student Administrative System. A Record of a Police Investigation (Appendix J), a Physical Intervention/Containment Incident Form and Individual Safety Plan (Appendix A and B of the Physical Intervention/Containment Policy) shall be completed if required by policy.

Violent Incident Form (Violence Prevention Policy, p. 13)

The Violent Incident Report is a summary record of a violent occurrence and/or aggressive behaviour. School personnel must maintain their original investigation notes taken during interviews.

In accordance with District School Board Ontario North East's Violence Prevention Policy, a Violent Incident Form (Violence Prevention Policy 2.1.7, p. 13) is to be completed by the Principal, Vice-principal or designate for all violent incidents resulting in suspension, expulsion or reports to the police.

Conditions for a student's return to school will be specified in accordance with school board policies and recorded within a Behaviour Management Plan.

See District School Board Ontario North East's Violence Prevention Policy (2.1.7) for further information and protocols regarding Violent Incidents. Further information of the use of physical intervention/containment can be found in the District School Board Ontario North East's Physical Intervention/Containment Policy (2.1.21).

Behaviour Logs

One of the three behaviour logs (Appendices F, G and H), is the form that the Principal shall use to record aggressive behaviour that does not necessarily result in suspension, expulsion or police involvement, but nonetheless are indicative of a pattern of aggressive behaviour towards oneself and/or others.

Behaviour Logs will be stored in the OSR documentation folder for a minimum of 2 years to facilitate grant applications, where applicable.

De-briefing for Positive Growth

Should a situation arise with a student necessitating the use of a physical containment by the BMS Team, staff should plan a debriefing, as per the Physical Intervention/ Containment Policy, once the situation has been resolved to review the factors that lead up to the unsafe behavior. Such a debriefing should include the student and parent where and if appropriate.

Application for Admission Form (Appendix C)

There are a number of issues regarding the registration/transfer of students in mid-year and/or from out-of-board. These include securing sufficient information, prior to the arrival of the Ontario

Student Record about any special needs or the potential for unsafe behaviour before admitting students into classroom situations. Upon consultation with the appropriate Superintendent of Education, student entry to a school may be delayed.

Schools must use the Application for Admission Form (Appendix C) to gather important information about students transferring between District School Board Ontario North East schools or are out-of-Board registrants.

For students registering from inside or outside of District School Board Ontario North East, it is standard practice to interview the parent(s), student(s) and contact the administration of the previous school. A Consent to Disclosure or Transmittal of Information Form, (Appendix D), should be signed by the parent so that the sending school can be contacted. If the student was formally identified through the IPRC process in their prior Board, consider contacting the school Special Education Resource Teacher, area Supervisor of Special Services and/or Coordinator of Special Education.

School Entry Plan and Case Conference (Appendix E)

For students registering from inside or outside of District School Board Ontario North East, who have been recognized with potentially violent or unsafe/aggressive behaviours, or who are returning to school following a suspension/expulsion for significantly violent behaviour, develop a School Entry Plan and hold a case conference.

If there are significant safety concerns or questions about a new registrant, the Principal should:

- Have a parent or student sign a Consent to Disclosure or Transmittal of Information Form (Appendix D) so that an administrator from the previous school can discuss any concerns regarding the student's potential for violent or unsafe behaviour.
- If it is determined that there is significant potential for violent or unsafe/aggressive behaviour call a case conference meeting and develop a School Entry Plan (Appendix E).

The principal shall schedule a case conference involving the following people, as appropriate, to develop a School Entry Plan:

A. If the student is not formally identified:

- i) Parent/guardian (if student is under 16 years of age)
- ii) Student over 16 years of age
- iii) Classroom teacher
- iv) Principal/Vice Principal of 'sending' school (where appropriate)
- v) Community agency personnel
- vi) Special Education Team personnel

If the student is formally identified, the case conference shall also include:

- vii) Principal of Special Education, and may include
- viii) Superintendent of Education responsible for Special Education
- ix) District Special Education Resource Teacher
- x) Special Education Resource Teacher—school

B. Information gathered at the case conference may include:

- i) Identification of the strengths and needs of the student
- ii) Past and current interventions (e.g. medical, social/emotional)
- iii) Agency involvement
- iv) Academic background
- v) Social/Emotional Needs (DSBONE Behaviour Logs if available)
- vi) Effective strategies to address the student's behaviour
- vii) Triggers for inappropriate student behaviour
- viii) Involvement with probation/police as appropriate
- ix) Parental interventions and prevention strategies
- x) Prior/Current IPRC identification
- xi) Sharing of prior Individual Education Plan

C. Outcomes of the Entry Plan case conference

- i) Timelines (e.g. start date, staggered entry) and timetable
- ii) Identification of employees requiring additional information/training to address the student's needs
- iii) Completion of an Entry Plan
- iv) Individual Education Plan (informal I. E. P.)

Behaviour Management Plan (Appendix I) – Copy to be filed in the OSR (to be modified/consistently used throughout the board)

- The Behaviour Management Plan shall outline antecedent behaviours, strategies to prevent a violent incident, consequences, resources both human and facility.
- Identification of employees requiring information/training to address the student's needs.
- Review of the Individual Education Plan and a revision, as appropriate.
- The Principal shall ensure that parent/guardian and Principal sign the Behaviour Management Plan to indicate their awareness and support/agreement with the details of the plan. Non-support of the plan may lead to exclusion of the student until satisfactory resolution is achieved.
- The Principal shall convene a meeting of appropriate school staff that will be involved in the delivery of the Behaviour Management Plan.
- Where there is a dispute over the particulars and acceptance of the plan, the appropriate Principal of Special Education is to be advised. In addition, the appropriate Superintendent of Education may be contacted.
- The student shall not attend school until the Behaviour Management Plan is in place with all the safety considerations implemented.
- The Behaviour Management Plan shall be reviewed/revised according to the plan's specified schedule and when a staff member raises a health and safety concern.

APPENDIX A**Behaviour Management System (BMS) Team Planning**

School Name:	Date:
BMS Team Members – Name and Position (Admin., Teacher, SERT, CYW): 1. _____ 2. _____ 3. _____ 4. _____	

Suggested meeting dates are below; Principals may edit as needed.

November Review and Consolidation Date:
January Review and Consolidation Date:
April Review and Consolidation Date:
June Review and Consolidation Date:

Code for Initiating the BMS Team

P.A. Announcement Statement	"Mr. Calm, please proceed immediately to room #/school area. Mr. Calm to room #/school area."
------------------------------------	--

This form needs to be submitted annually by September 30th to the appropriate Superintendent of Education.



BMS Team Review and Consolidation Meeting Minutes

School: _____ **Date:** _____

1.

2.

3.

4

1.

2.

~~Please provide an overview of material covered. Use Board Resource Manual as a guide for reviewing appropriate skills.~~

SUMMARY

~~Cc: Superintendent with Special Education portfolio
Superintendent of Education~~

APPENDIX C



APPLICATION FOR ADMISSION

To: _____

Registration Forms Completed? ☐ Yes ☐ No

STUDENT NAME: _____	START DATE: _____
DATE OF BIRTH: _____	GENDER: _____ GRADE: _____

GENERAL INFORMATION

Strengths	_____
Special Interest	_____

SPECIAL EDUCATION

Has Your Child Received Special Education Services:	☐ Yes	☐ No
Is Your Child Identified with an Exceptionality:	☐ Yes	☐ No
Exceptionality:	☐ Behaviour ☐ Communication ☐ Physical ☐ Blind/Deaf ☐ Intellectual ☐ Gifted	
Subject Areas:	_____	
Non-Identified Individual Education Plan:	☐ Yes	☐ No

BEHAVIOURAL CONCERNS

Should we be aware of any behavioural problems:	☐ Yes	☐ No
Details:	_____	
Targets of behaviour:	☐ Self ☐ Peers ☐ Staff ☐ Property ☐ Bus ☐ Bus Stop ☐ Authority Please specify: _____	
Suspensions:	☐ Never ☐ Rarely ☐ Occasionally ☐ Often	
Nature of suspensions:	_____	
Can you identify behavioural triggers:	☐ Yes	☐ No
If Yes, please state:	_____	

COMMUNITY AGENCIES

Any community agency involvement (Ex: Speech, Physio, CAS, etc.)	☐ Yes	☐ No
If Yes, please state:	_____	

Parent/Guardian Name_____
Parent/Guardian Signature_____
Date



District School Board Ontario North East

Consent to Disclosure or Transmittal of Information

I, _____
(Full Legal Name of Requestor)

of _____
(Address)

hereby consent to the disclosure or transmittal of information by

(Name of Holder of Information)

of the record compiled in _____
(Agency / School Name)

in respect of

(Name of Person whose information is being requested, and Date of Birth where available)

Specifics of Information being requested:

Requestor Signature

Name and relationship to Person
(If other than the Person in respect of)

Witness Signature

Witness Name

Date
(Day, Month, Year)



SCHOOL ENTRY PLAN

Student Name: _____	Grade: _____
Date of Birth: _____	

Student Strengths & Interest

Purpose: To provide a list of skills and interventions that the student has that can be used to reinforce pro-social behaviour.

•

Area(s) of Concern

Purpose: To list program/behaviour concerns that require addressing for the student to make a successful transition to their new school.

•

Strategies to Address Area(s) of Concern

A description of strategies that will be used at home, school and with community agencies (if involved) to address the area(s) of concern.

•

Key People Involved with Behaviour Plan

A list of people who need to be aware and informed of this plan.

•

Review

Identify a date to re-evaluate the plan and who should be present.

Date:

Attendees:

•

Signatures

To be signed and dated by the principal and the parent/guardian of the student and/or the student if it is appropriate.

All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of plan.

Principal

Parent and/or Student

Date

Initials and Dates of Other Parties:



WEEKLY BEHAVIOUR LOG

Name: _____

Parent Signature: _____

Summary From: **To:**

Tally Chart

A. Assignments not completed, or very poor effort	G. Assignments completed and good effort made
B. Talkativeness, disruptiveness, distracting others from work	H. Appropriate conversations and participation during class
C. Disrespect, lack of courtesy, inappropriate dialogue with peers and/or staff	I. Respectful towards peers and/or staff
D. Inappropriate strategies to deal with conflict or frustration (i.e. hands on)	J. Appropriate strategies to deal with conflict or frustration used
E. Conflict, lack of co-operation with classmates and staff	K. Co-operative with classmates and staff, good problem solving skills
F. Irresponsible behaviour / horseplay	L. Responsible behaviour

[illegible]



TIME BLOCKED BEHAVIOUR LOG

Student Name: _____ Date: _____

Tally Chart

A. Assignments not completed, or very poor effort	G. Assignments completed and good effort made
B. Talkativeness, disruptiveness, distracting others from work	H. Appropriate conversations and participation during class
C. Disrespect, lack of courtesy, inappropriate dialogue with peers and/or staff	I. Respectful towards peers and/or staff
D. Inappropriate strategies to deal with conflict or frustration (i.e. hands on)	J. Appropriate strategies to deal with conflict or frustration used
E. Conflict, lack of co-operation with classmates and staff	K. Co-operative with classmates and staff, good problem solving skills
F. Irresponsible behaviour / horseplay	L. Responsible behaviour

8:30 to 9:00	9:00 to 9:40	9:40 to 10:20	Break	10:40 to 11:20	11:20 to 12:00	12:00 to 12:30	12:30 to 1:00	1:00 to 1:40	1:40 to 2:20	Break	2:35 to 3:25

Teacher Comments

Parent Comments

Parent Signature _____

Student Name			School			School Year		
IPRC Identification	☐ YES	☐ NO	D.O.B.			Gender		

Behaviours

H	Hitting	B	Bullying	NR	Non-Responsive	G	Grabbing
K	Kicking	SW	Swearing	L	Leaves Class or School without permission	ST	Stealing
S	Spitting	SI	Self-Injurious Behaviour	F	Fighting	TH	Threatening Others
BI	Biting	NC	Non-Compliant, Defiant	V	Verballing-Challenging Authority	H	Hair Pulling
P	Pinching	BL	Inappropriate Gestures	DL	Disrupting Learning of Others and/or Self	C	Out of Control
O	Other (specify)						

[illegible]



BEHAVIOUR MANAGEMENT PLAN

(copy to be filed in OSR)

Student Name: _____ **Grade:** _____

Date of Birth: _____

Goal

Purpose: To develop a consisted and cooperative approach to reducing and managing physically/verbally aggressive and/or violent behaviour at school

-

Health/Diagnostic Information

A description of any relevant health issues or diagnosis.

-

Student Strengths & Interest

Purpose: To provide a list of skills and interventions that the student has that can be used to reinforce pro-social behaviour.

-

Description of Observable Behaviour Concern

Purpose: To alert staff to the types of behaviours that have been observed in a crisis.

-

Antecedents (Optional if known)

A description of behaviours or incidents that precede a crisis.

-

Prevention

Include strategies that promote pro-social behaviour or reduce situations that escalate behaviour.

- 1.

Consequences

- 1.

Key People Involved with Behaviour Plan

A list of people who need to be aware and informed of this plan.

-

Review

Identify a date to re-evaluate the plan and who should be present.

Date: _____

Attendees:**Signatures**

To be signed and dated by the principal and the parent/guardian of the student and/or the student if it is appropriate.

All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of the plan.

Principal

Parent/Guardian and/or Student

Date

Initials and Dates of Other Parties:

_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____



**RECORD OF POLICE INVESTIGATION****To be completed in any investigation conducted at school by Local Police Service****CONFIDENTIAL****Not to be copied or shared. To be kept in a secure location within the office area.****INVESTIGATION DATE:** _____**INVESTIGATING OFFICER****NAME:** _____**BADGE #:** _____**INCIDENT #:** _____**Student was approached requesting their presence at the office by:**☐ **Student was apprised of their right to have a parent/guardian present during the investigation****STUDENT DATA**☐ **Requested by Police Officer**☐ **Given****NAME:** _____**ADDRESS:** _____**HOME PHONE:** _____**PARENT DAY PHONE:** _____**Identify any limitations this student has that were shared with police as factors in their ability to understand matters pertaining to this investigation:****RECORD OF PARENTAL CONTACT:**☐ **Police specifically directed school administration not to contact parents****Reason (if given):**

Name of person making the call	Name of the Parent/Guardian Called	Phone Number Called	Time Call was Made	Outcome/Decision (e.g. parents informed school that they were on route)

INVESTIGATION REPORT WHERE PARENT NOT PRESENT:☐ **Present during the investigation:**☐ **The offer for a school administrator to sit in was made but was refused by the student**☐ **Based on the student's refusal, the police officer was asked to conduct the investigation off of school property**☐ **The interview was conducted off of school property**☐ **The investigation proceeded on school property****INVESTIGATION NOTES:**

Question	Response

OUTCOME OF INVESTIGATION**COMPLETED BY:** _____

Name

Signature

Cc: Superintendent of Education



FEES FOR LEARNING MATERIALS AND ACTIVITIES

1.0 Rationale

Every student has the right to attend a school, where he or she is a qualified resident pupil, without payment of a fee. In general, there should be no fees charged for day school programs. However, some activities or events may require some recovery of the cost for participation. When schools or school boards choose, with the support of the school community, to offer enhanced or optional programming, parents/guardians may be asked to contribute resources in the way of time, money or materials to support these programs or activities.

2.0 Definitions

Student Activity Fees: Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

Enhanced Programming and Materials: Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

Optional Programming: Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. An example may include Hockey Canada Skills Academy.

3.0 Policy

It is the policy of District School Board Ontario North East not to charge student fees for the costs of materials and activities for elementary and secondary education. When appropriate, and with the support of the school community, schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In those situations, for which charging student fees may be appropriate, no student should be excluded from participating in any school activity or event, of a reasonable nature, based on the ability to pay. Procedures for the charging and collecting of student fees should, at all times, demonstrate the mission and values of the Board.



**District School Board
Ontario North East**

Procedure No. 2.1.33

Section: 2.1 School Related Operations

Related References:

Appendices:

Approved: September 6, 2011

Revised: May 7, 2019

Review Date:

TITLE: FEES FOR LEARNING MATERIALS AND ACTIVITIES

PROCEDURES:

1. Guidelines

- 1.1** The purposes for which the funds are collected are consistent with the Board's mission and values.
- 1.2** Fees charged for school purposes are to complement, and not replace, public funding for education.
- 1.3** Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- 1.4** No student will be refused participation in any school activity or event, of a reasonable nature, due to the economic circumstances of that student or **his/her** **their** family.
- 1.5** All reasonable expectations for privacy of students and parents/**guardians** will be respected during the student fee collection process, and those who may be experiencing financial difficulty will be managed in a discrete manner.
- 1.6** Financial reports will be maintained and made available to the school community.
- 1.7** Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.
- 1.8** Fee amounts should reflect the actual cost of the service or materials provided to the student, and in all possible cases, should be modest and within certain limits.
- 1.9** Members of the school community should be consulted in the development of a school's fee schedule and made aware of the use of student fees.

2. Key Principles:

- 2.1** ~~The fees referred to herein are fees other than tuition fees for visa students, international students, First Nations, Metis, Inuit students attending pursuant to an tuition education agreement, and adult or continuing education students. Nor do they include fees for early learning programs offered outside the regular school day or other before or after school programs.~~

- 2.2 For the purposes of this document, ~~co~~-curricular activities or materials are defined as related to the regular day school program. Extra-curricular activities are defined as outside the regular day school program.

~~2.3 Activities for which funds are collected shall help to ensure the success of every student and demonstrate and help to foster integrity, acceptance, empathy, respect and responsibility.~~

3. Fee Charges:

- 3.1 When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:

- Not required as part of the regular day school program;
- Voluntary and alternatives are offered;
- Non-essential or extracurricular in nature and is not required for graduation by an individual student; or
- A voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

- 3.2 The following list provides examples of activities, programs or materials that may be considered for fee charges:

- Optional programming such as Hockey Canada Skills Academy program;
- Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, ~~band~~, drama, student council activities);
- Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (~~e.g. trips abroad~~);
- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- Student activity fees;
- ~~Gym uniforms;~~
- Parent and/or guardians may be asked to provide clothing, footwear and supplies not curricular in nature such as pencil cases, pencils, pens, paper, rulers or binders. If a student does not have the necessary supplies, schools should ensure that each student has what he or she needs to complete the activity or assignment;

- **Co-curricular activities.** Special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- Student agendas and/or yearbooks.

3.3 The following list provides examples of activities, programs or materials that are **ineligible** for fee charges:

- A registration or administration fee for students enrolled in any regular day school program;
- A textbook fee or deposit;
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- Fees charged for the creation of discretionary accounts by teachers or departments;
- Mandatory flat fees for any course leading to graduation other than optional programming;
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

3.4 Schools may recover the costs for the replacement or repair of lost, damaged, **or** broken **equipment or** materials such as textbooks, library books, music, or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.

4. Practices:

- 4.1 All fees for student activities should be of a modest amount and be consistent with the Board's mission and values.
- 4.2 Families with three or more children in the Board will be charged a maximum of 75% of the total student activity fee amount.
- 4.3 Schools will have a central fund from which to create a subsidy program to support the full participation of students regardless of economic circumstances.
- 4.4 Fee amounts should reflect the actual cost of the service or materials provided to the student. If there are residual amounts at the end of the school year in an ongoing category (for example: student fees), the funds should be rolled forward to the next year and to help reduce these fees in future years.
- 4.5 Wherever possible, schools will minimize the costs related to enhanced programming and materials that are optional to a course.

4.6 ~~Alternative assignments should be provided for students to meet the expectations of a course in those situations in which a student chooses not to participate in an activity for which a fee is charged.~~

4.7 If an event for which fees were collected is cancelled, fees should be refunded to students.

5. **Accountability:**

5.1 Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

5.2 Fee schedules each year should be made widely available to members of the school community in student handbooks, fall school newsletters, **social media** and/or on the school website.

5.3 The following information about the process to confidentially address financial hardship should be included in the fee schedules:

5.3.1 The parent/guardian, student (living on their own or of legal age) or staff should inform the school Principal of the need for assistance. The Principal will ensure that when fees are collected for those activities, the staff member collecting those fees will be informed that payment was received for that student(s) at the office.



Title	May 2025 Cash Disbursements
Date	June 24, 2025
Presenter	Superintendent Edwards
Strategic Priority	Equity
Background and Information	Cash Disbursements for the month of May 2025 total \$9,652,243.11. Should Trustees have any questions regarding the details of these disbursements, please contact the Superintendent of Business and Finance.
Recommendation	THAT the Board approve the Report on Cash Disbursements for the month of May 2025 in the amount of \$9,652,243.11.

DSB1 Mathematics Action Plan

Implement the Curriculum with Fidelity

Action 1: Support and implement the use of grade level/current curriculum and learning continuums in planning, teaching and assessment.

Year End:

- Students are engaging in grade appropriate learning in their math classes. Math class visits indicate that 97% of educators are using current curriculum expectations in their planning and teaching.
- Educators are becoming more familiar (8% increase) with the curriculum alignment chart; thus, gaining better understanding of how the curriculum expectations develop across grades. Work will continue in this area to build understanding of how to address learning gaps.

Action 2: Provide and implement resources that align with the curriculum and effective practices in math classes.

Year End:

- Instructional Coaches are frequently working in priority schools; supporting educators with the use of concrete manipulatives, visual models (e.g., tables, number lines), and with pedagogical strategies to increase student problem solving skills. Coaches are also supporting teachers in the use of digital math tools to support teaching and assessment. (83% of Grade 9 educators participate in learning opportunities.)
- Resources supporting the Grade 1–8 long-range plans are being used as intended. Currently, 50% of Grade 3 and 48% of Grade 6 classes are within 1–2 weeks of the year-end math target. Teachers have worked hard to align instruction, with Grade 3 showing a 9% and Grade 6 a 22% increase in classes meeting the target from mid-year to year-end. Coaches are helping teachers focus on key concepts to close remaining gaps.
- The documents for the long-range plans are being reviewed and adjusted to help improve the timelines. The grade 6 document is very tight with only 6 flex days. A new document to support educators teaching combined grades is also being created.

Action 3: Support learning and implementing formative assessment (Exit Tickets) to guide next steps in providing focussed support for students.

Year End:

- Schools math teams are routinely using diagnostic assessments to identify specific student needs and plan support; a small group intervention with the math facilitator or an in-class support.
- Formative assessment (Exit Tickets) are used frequently to guide the next steps for a lesson or supporting individual students. (94% of Grade 3 classes, 85% of Grade 6 classes, 100% of Grade 9 classes).
- Responding to the data from exit tickets by providing small group instruction will help to address specific needs. Further work in building educators' capacity of small group intervention work will continue. (Responding with small group instruction - Grade 3 - 38%, Grade 6 - 48%, Grade 9 - 20%)

Action 1: Use student achievement data and student work to guide the focus area of professional learning.**Year End:**

- Data is used to shape the professional learning goals within the Math Achievement, Student Achievement, and School Improvement Plans.
- Throughout the year, schools focused on math learning goals from their School Improvement Plan (SIP), with an emphasis on priorities outlined in the Math Achievement and Student Achievement Plans. All SIPs are coming to a close; reflection is happening on actions and data to identify impact, as well as planning next steps as math SIP goals will transition from this year to the next.
- Focus area is building the skill of application: professional learning is anchored in supporting students with problem solving strategies when working with multi-step application problems. When completing multi-step application questions, there was a 26% increase for Grade 3 students and a 25% increase for Grade 6 students meeting the provincial standard. In contrast, the work with Grade 9 students did not show growth, largely due to administrative challenges.

Action 2: Plan, support, engage and monitor professional learning.**Year End:**

- Professional learning and a resource of EQAO practice questions have been provided to all Grade 3, 6, and 9 educators. 94% of Grade 3 & 6 educators and 100% of Grade 9 educators indicate that they have built a good understanding of how to teach application questions found on the EQAO assessment.
- Educators in Grades 3, 6, and 9 are using EQAO practice question resources and targeted teaching strategies—introduced during professional learning sessions and reinforced through collaboration with instructional coaches—to strengthen students' problem-solving skills. As a result, 36% of Grade 3 students, 68% of Grade 6 students, and 69% of Grade 9 students answered application questions correctly.
- Principals are demonstrating increased understanding of the actions outlined in the DSB1 Math Achievement Action Plan (MAAP) and how these align with their School Improvement Plans (SIPs) and classroom visits. Survey responses from principals reflect this growth, showing more focused and informed insights. The Board Math Lead, Superintendents, and Director will continue to support principals by guiding the development of math-related SIP goals, deepening their understanding of effective math classroom visits, and helping connect all components to the broader goals of the MAAP and Student Achievement Plan (SAP).
- We have used 50% of our funding to support educators in earning a Math Additional Qualification course. We will reach at 80% by the end of June.

Know the Mathematics Learner and Be Responsive

Action 1: Use formative assessment to identify student learning needs and implement next steps through intervention work.

Year End:

- The DSB1 tiered intervention model continues to be actively implemented, with Tier 3 Math Facilitators working closely with students performing at level 2 to help them achieve a level 3 or higher understanding of the concepts taught. Over the course of the year, 74% of students receiving intervention support have successfully progressed from level 2 to level 3+.
- 93% of our Gr. 3, Gr. 6 and Gr. 9 educators are using “Exit Tickets” to gather information about student understanding in math and are responding to students’ needs by revisiting a concept for the whole class or working with an individual student.
- The number of Grade 3, 6, and 9 educators responding to the “Exit Ticket” data by meeting with small groups to address the identified student area of need is increasing slowly (increase of 7%). Educators are responding by addressing the need with the whole class or with individual students. Further focus will be on providing small group intervention work in the math class.
- There is some growth in the percentage of students achieving provincial standard when comparing the Board-wide diagnostic assessment data to the Board-wide end-of year /end of semester assessment data. (Gr. 3: growth of 5%, Gr. 6: growth of 3%, Gr. 9: Semester 1 - growth of 24%, Semester 2 - growth of 14%).

Action 2: Using digital math tool(s) to help identify student learning needs.

Year End:

- There has been a large increase in the number of educators (Gr.3 - 94%, Gr.6 - 89%, Gr.9 -100%) using a digital math tool for “Exit Tickets” to understand students learning of key math concepts. Increasing the frequency of using the digital math tool for "Exit Tickets" is a goal.
- Continued learning will assist educators in leveraging the digital tool to plan and lead effective small group interventions within their classrooms.
- A digital math tool, Reflex has been implemented in Grade 3 to 8 classes to reinforce flexibility with math facts. This tool was introduced in math lessons in the winter and then transitioned to home use in the spring. Data highlights Reflex’s effectiveness, with students gaining an average of 52 math facts in a short period. Reflex will be relaunched in September to reinforce its role in homework routines.

Impact: Voices of Educators and Students

Priority #1

"[Digital Math Tool] Knowledgehook helped me quickly assess how my students are doing after each lesson enabling me to give them timely interventions before moving on to another lesson." ~ Grade 3 Math Teacher

"I've noticed a real shift in the way many of my Grade 9 students approach math. More of them are coming in with a stronger understanding of key concepts, especially when it comes to visual models and reasoning strategies. I believe this is directly tied to the consistent programming and the emphasis on visuals that they've experienced in earlier grades. It's clear they're not just memorizing procedures. They're starting to understand the 'why' behind the math, which is making a big difference in their confidence and engagement." ~ Grade 9 Math Teacher

Priority#2

"[The professional learning] helped me to understand new ways to support my students' learning by introducing me to different strategies that I can implement in my daily math lesson. I will be implementing the visualization strategies and also the math conversation strategies right away!" ~ Grade 3 teacher

"Student A found that representing her thinking with a bar model and with visual representations helped her work through the multi-step problems more efficiently, catch some wrong thinking, and better understand what the question was asking. She noticed how that drawing using the bar model approach helped her visualize what the question was asking and then knowing what to do next was easier for her. A's mom was very encouraged by the way A used visual representation as a tool to help with problem solving and as a means to help her daughter's struggle with working memory and processing speed." ~ Grade 6 teacher describing a student's learning

"One of my students recently said, 'I like using the diagrams because they help me see what's really happening in the problem. It's easier to understand it that way.' That kind of feedback tells me that the visual strategies they've learned earlier on are sticking and working." ~ Teacher sharing the words of a Grade 9 student

"By the end of our time together [in small group interventions], every student left our sessions with more confidence in themselves as mathematicians and as capable learners. Several parents reached out to tell me they'd noticed a difference at home, and that their children really enjoyed being part of the math group. Some students even wrote me thank you notes and said they wished I could move with them to help with Grade 7 math." ~ Math Facilitator



Priority #3

"You helped me understand better. In September I was bad, but I improved. I would sit for 30 minutes and try to answer but I would get it all wrong. Now when I answer I'm confident and I'm mostly correct." ~ Grade 6 student



"I actually get to answer because in class everyone shots out but in math group I actually get to share. It's quieter and easier to focus. Before I didn't know how to do a lot of stuff, then for EQAO I knew what to do. I knew when to divide or multiply and not guess." ~ Grade 6 student

Chair's Report



144 of 242
District School Board
Ontario North East

June 24, 2025

Culture

Once the DSB1 By-law review is completed in the fall of 2025, the board of trustees will review the policy for trustees' expenses as well as the trustee code of conduct. This review includes the removal of the procedure for trustee expenses. The code of conduct is currently a bylaw, which will be transitioned to a policy.

Innovation

The unveiling of the tech trailer has been shifted to Tuesday, September 9, 2025. We look forward to hearing more about this great initiative from the learning and teaching team in the Fall.

Equity

We are so proud of each DSB1 student graduating this year. We are grateful to the families and staff who supported each student in achieving this important milestone towards their positive future story.

To our students, congratulations on your incredible dedication and hard work this year.

Wishing everyone a healthy and happy summer!

Thank you all for the work that you do. We at DSB1 are fortunate to have a Board that is totally committed to students, staff and a fiscally sound, publicly funded school district!



Title	2025 Summer Learning Programs
Date	June 24, 2025
Presenter	Administrative Council
Strategic Priority	Equity & Culture
Background and Information	<u>Elementary</u> The summer program for all elementary students from grades 1 through 6 will take place from July 2, 2025, until July 22, 2025 from 9:00 am to 12:00 pm. The 2025 DSB1 Elementary Summer Learning Program will focus on literacy and numeracy. We will also partner with Science Timmins to engage learners in applying what they are learning about literacy and numeracy to STEM challenges. There will be 2 in-person classes in the Timmins. <u>Secondary</u> Summer Learning for students in grade 8 to grade 12 will run from June 30, 2025 to July 29, 2025. We have 131 students signed up for e-Learning courses and 51 students signed up for Summer Co-operative Education. Students can also enroll in a wide variety of e-learning courses that will count towards earning their OSSD. Students in grades 11 and 12 will have the option to enroll in co-operative education to earn credits towards their OSSD while gaining valuable work experience. <u>Indigenous</u> There will be a reach ahead credit for students who self-identify as Indigenous to help transition from elementary school to secondary school. This program will provide support and guidance to approximately 25 students as they complete their Civics and Careers Education credits. Students will have the opportunity to learn from Indigenous guest speakers who have diverse experiences and careers that align with their interests and future pathways. Students will attend a week-long camp in Huntsville, Ontario, where they will engage in team-building activities, cultural teachings, and work closely with their teacher, Indigenous Student Advisor, and peer leaders on curriculum expectations from the Civics and Careers curriculum document with an Indigenous focus. This year we are also offering the opportunity to students who participated in the summer reach ahead credit who are now entering grade 11. Students will be working towards a Peer

	Leadership credit. The peer leaders will help students entering grade 9 understand and develop the necessary skills to have a successful secondary school experience. <u>Special Education and Mental Health</u> Mental Health 2025 summer learning programs at DSB1 will include initiatives to promote mental health literacy, social and emotional learning, physical activity, and access to outreach resources. Programs for kindergarten to grade 6 students will focus on mental health, coping skills, resilience, and positive relationships. Weekly free swim sessions will be available at community pools and recreation centers to increase physical activity, improve mental health, and strengthen community engagement. DSB1 will also run social media campaigns promoting One Stop Talk and Kids Help Phone, which offer free, confidential counselling and referrals for children and youth facing mental health challenges. These campaigns aim to raise awareness, reduce stigma, and encourage help-seeking behavior. Additionally, the DSB1 mental health team will work on enhancing internal workflows and policies, including ASPEN data collection and the Prevent, Prepare, Respond suicide protocol. Special Education Students who participate in High Support Programming will be provided the opportunity to participate in programming in August prior to the official start of the school year. Provision on programming will be based on the number of students who are interested and the availability of staff to operate the programming.
Recommendation	THAT the Board receive the 2025 Summer Learning Program report.



Special Education Board Plan 2025-2026



District Map

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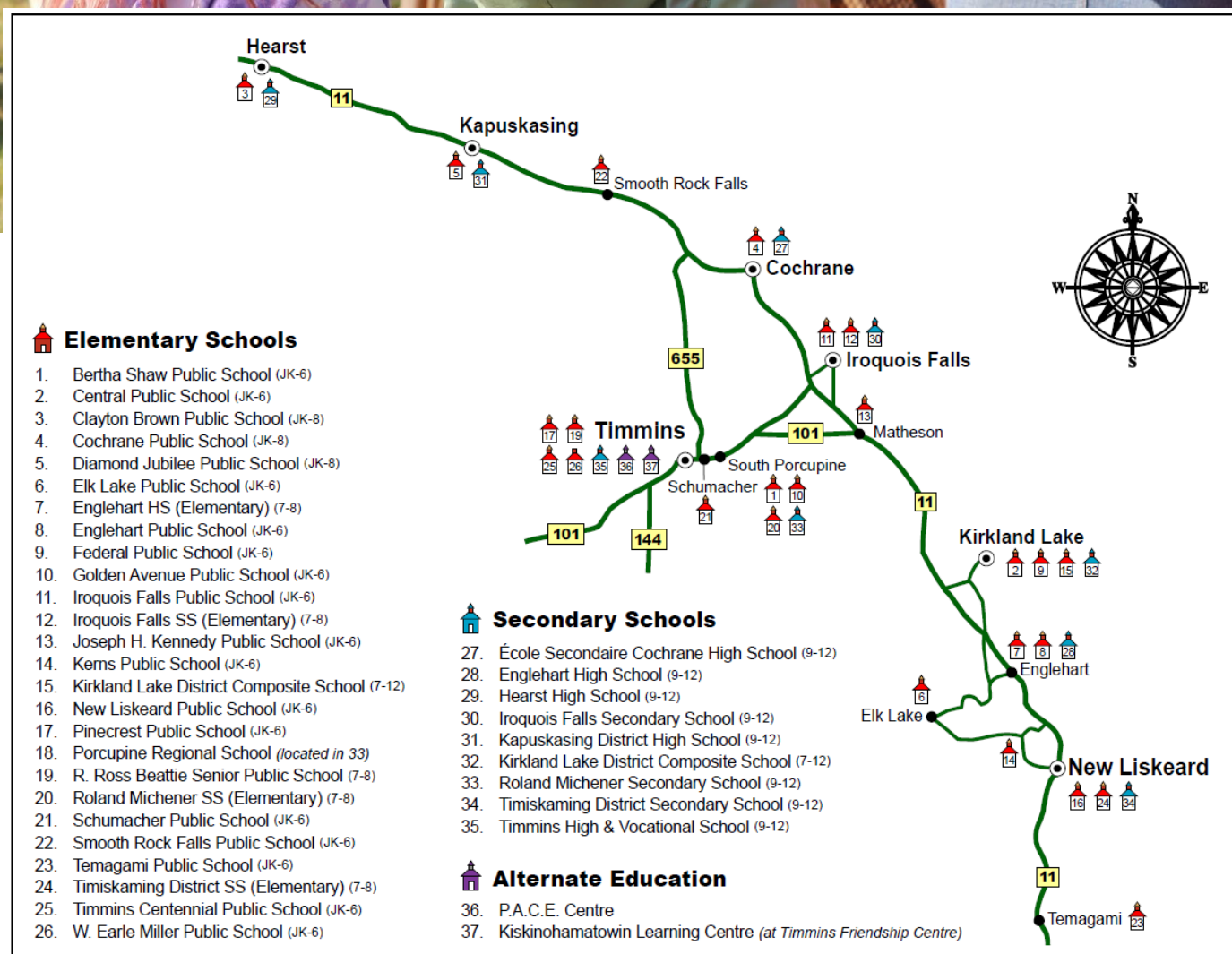
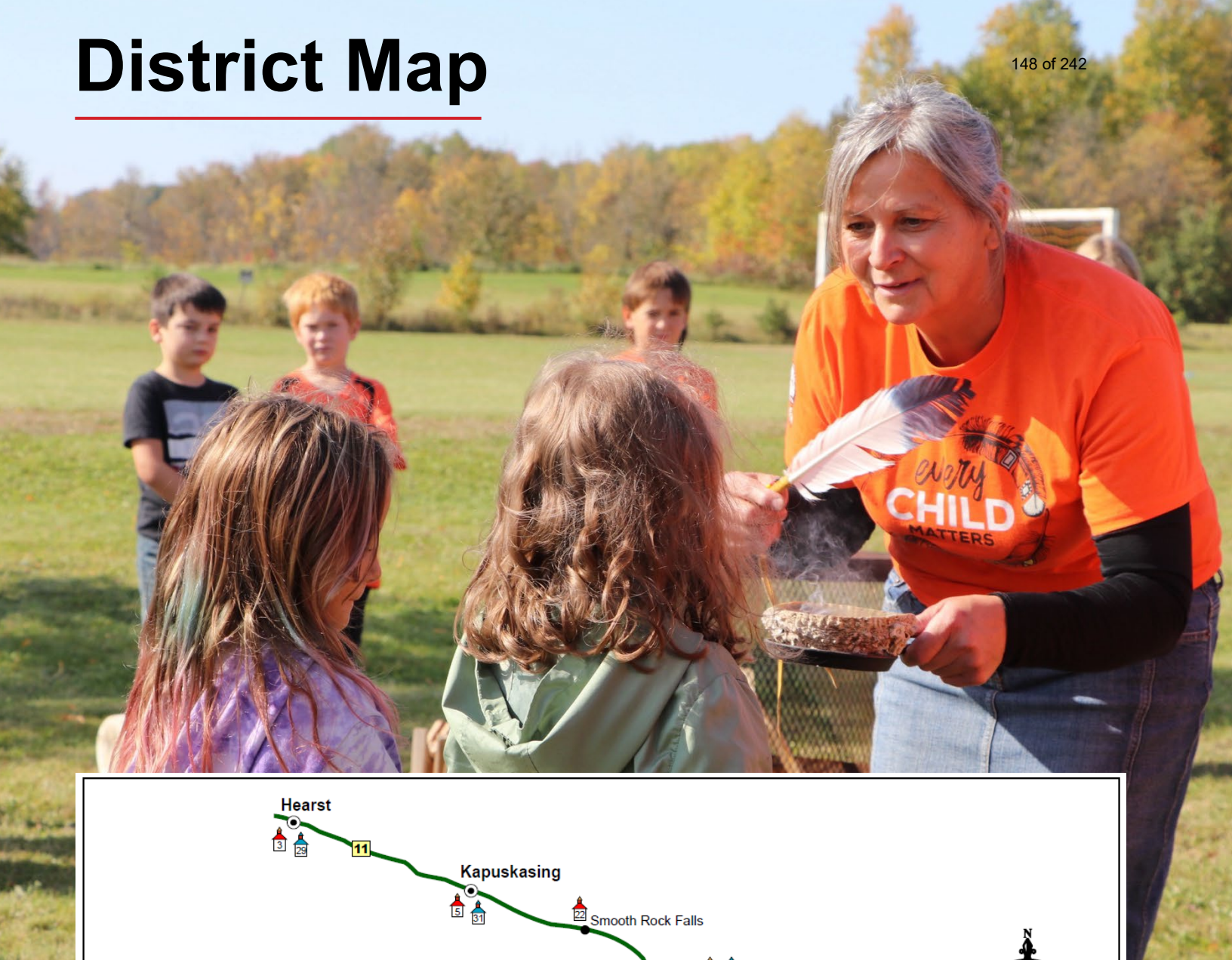


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2021-2025 Strategic Plan

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree and Algonquin peoples.

We commit to actions to better serve students, families and communities who identify as First Nation, Métis and Inuit.

Vision: We empower all learners to achieve personal excellence.

Mission: Together, we inspire innovation and a passion for learning.

Culture:
We foster caring, wellness and model high expectations.

Communication
We collaborate with stakeholders through clear, transparent and timely communication.

Relationships
We celebrate each learner by providing opportunities to build a sense of belonging.

Resiliency
We embrace opportunities which challenge us to adapt and grow.

Innovation:
We cultivate thinking and specific actions to improve.

Pathways and Partnerships
We build strong partnerships and varied pathways for students to succeed.

Trust
We foster the necessary conditions to encourage all learners to take risks and learn.

Growth Mindset
We support all learners to be curious and seek opportunities for growth.

Equity:
We anticipate, identify and work to remove barriers for each learner.

Understanding our needs
We respond to the diverse learning needs through informed decisions and resource allocation.

Courage
We challenge the status quo by engaging in impactful conversations.

Student Voice
We actively listen to and support students to become confident leaders and learners.



Section 1 – Introduction

District School Board Ontario North East has developed and will maintain this plan in accordance with the requirements for Special Education programs and services set out in Regulation 306 under the Education Act and the Ministry of Education Standards for School Boards' Special Education Plans, 2000.

This plan has been completed with many partners and communicates an accurate reflection of the present status of each component requested.

A copy of the plan is available electronically. Arrangements can be made to access this plan through the schools or Board offices. The plan is also available on the Board's website at www.dsb1.ca

For further information, contact the office of the Superintendent of Special Education at the Schumacher Board office 705-360-1151.

Section 2 – Consultation Process and General Model for Special Education

District School Board Ontario North East encourages inquiries, comments, concerns, and suggestions to be brought forward whenever they arise. All such expressions are directed to the personnel who can provide the response required.

School principals frequently respond to their community – staff (including support staff), students, families, community partners, and school communities.

When specific information or processes are required, communications may be appropriately directed to the Director of Education, Superintendent of Special Education and/or Special Education Administrator.

The **Special Education Advisory Committee** (SEAC) is kept informed of any new concerns, any changes being considered, and any new directions to directives from the Ministry of Education. The names of SEAC members as well as meeting dates and times are posted on the Board website. The Special Education Guide is provided to every family of an identified student, is available in every school, and is also on the Board website. The public is invited to any of the scheduled SEAC meetings.

SEAC participates actively in the process of developing the Special Education Board Plan by reviewing the programs and services, staffing, and financing throughout the year.

District School Board Ontario North East actively seeks comment on its delivery of programs and services in an open invitation, in writing, for submission to the Director of Education. Letters and surveys are sent to all community agencies and local associations, as well as to every School Council, staff, and Principal. Students receiving support services and Special Education programs, and families of students identified as exceptional, are also asked for their feedback.

In developing and modifying the Special Education Board Plan, the Board considers the feedback from the stakeholders and community, with the assistance of the Special Education Advisory Committee.

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Philosophy

- District School Board Ontario North East believes that all individual children can learn, and each child has unique strengths and needs.
- The Board believes that all students should be educated in an environment of learning which will assist each student to develop to their maximum potential as an individual.
- Sometimes adjustments to the individual's program and/or placement are minor and can be made at the classroom and school level by accessing the support services available. Other times specialized programs and services may be required in an alternate setting, to maximize the potential of an individual student.
- It is a continuous pursuit of District School Board Ontario North East to develop and implement the programs and services that will both address the needs of the learner and reflect the beliefs of the Board.

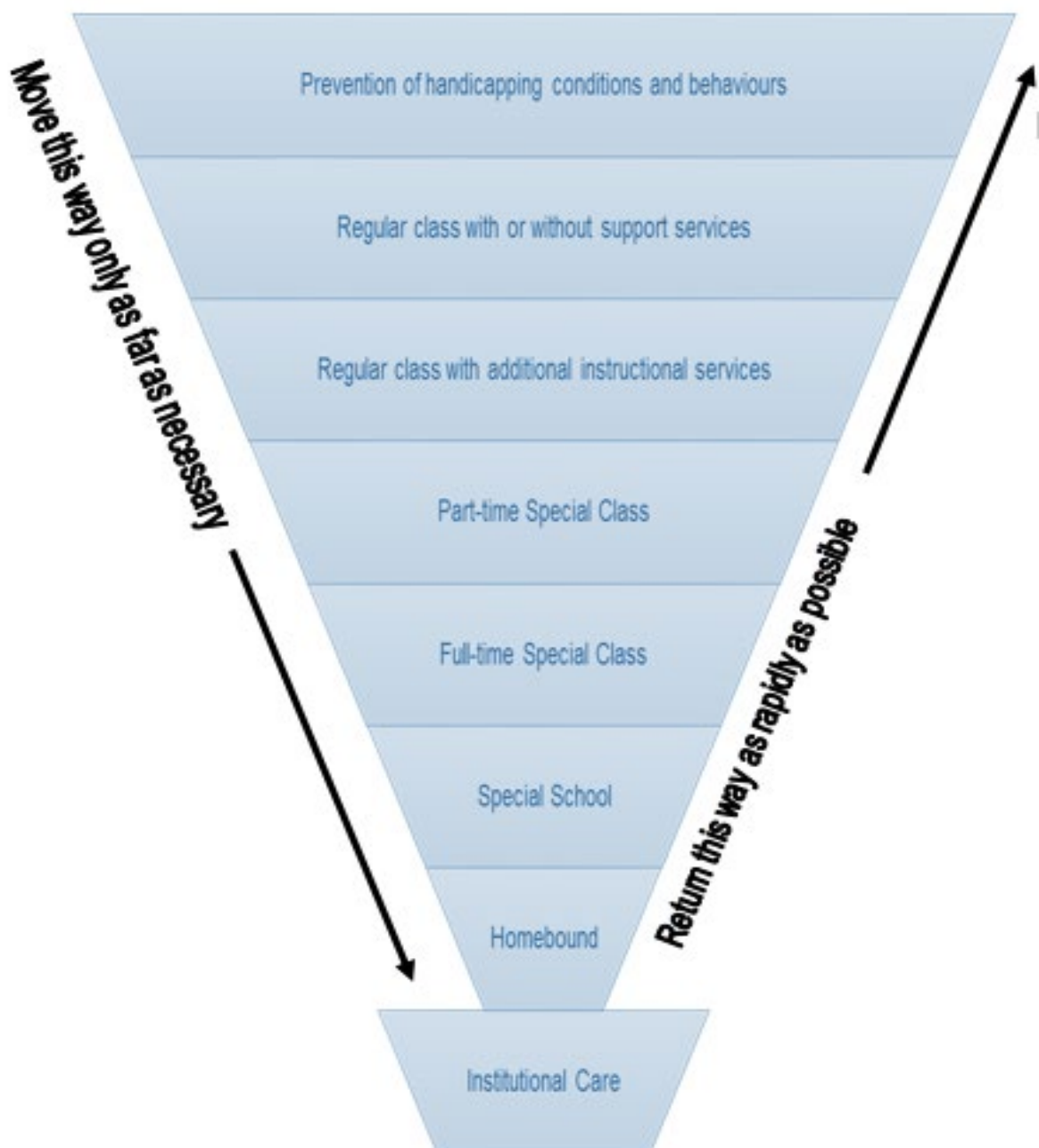
The Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act and Regulations made under the Act all contribute to the overall philosophy practiced by District School Board Ontario North East.

Goals

- To provide a continual review of present programs and practices.
- To be responsive to changing needs through a continuous review of present programs and practices.
- To ensure excellent and equitable delivery of programs and services across the district.
- To facilitate the best use of the financial resources for Special Education across the regions of District School Board Ontario North East.
- To endeavour to maintain a full range of Special Education programs and services across the district.
- To encourage inclusion and promote independence and interdependence in student learning.
- To evaluate services and programs using measurable and accountable outcomes.
- To foster partnerships to avoid duplication and enhance learning opportunities.
- To align with the regular curriculum.
- To comply with the Canadian Charter of Rights and Freedom, the Ontario Human Rights Code, and the Education Act and Regulations made under the Act.

Delivery Model of Special Education Supports and Services

District School Board Ontario North endorses a modified “Cascade Model” of services and a system of Special Education delivery that incorporates a continuum of supports, services, and programs. Our primary emphases are **foundational support, early identification, targeted prevention, and intervention.**



Section 3 – Roles and Responsibilities

The **Ministry of Education** has outlined the specific roles and responsibilities of the following:

- Ministry of Education
- School Boards
- Special Education Advisory Committee (SEAC) of the Board
- Principals
- Teachers
- Special Education Resource Teachers
- Parents/guardians
- Students

District School Board Ontario North East supports the roles outlined in the *(Standard for School Boards' Special Education Plans (2000))*. In addition, the Board has further detailed the roles of the *Special Education Resource Teacher (SERT)*, the *Educational Assistant (EA)*, the *Child and Youth Worker (CYW)*, the *Mental Health and Well-Being Lead*, *Regional School Social Worker*, the *Registered Behaviour Analyst*, and the *Student Support Consultant*.

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 purposes 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:

The Superintendent of Special Education:

- Establishes school board policies 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.
- Supports appropriately qualified staff to provide programs and services for the exceptional pupils of the Board.
- Obtains the appropriate funding and reports on the expenditures for Special Education.
- Develops and maintains a Special Education plan that is amended from time to time to meet the current needs of
- the exceptional pupils of the Board.
- Reviews the plan annually and submits amendments to the Minister of Education.
- Provides statistical reports to the Ministry as required and as requested.
- Prepares a parent guide to provide families with information about Special Education programs, services, and procedures.
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them.
- Assumes the staff supervisory role of the Special Education Advisory Committee (SEAC).
- Provides professional development to staff on Special Education.

The Special Education Advisory Committee (SEAC):

- Makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional pupils of the Board.
- Participates in the Board's annual review of its Special Education Board Plan.
- Participates in the Board's annual budget process as it relates to Special Education.
- Reviews the financial statements of the Board as they relate to Special Education.
- Provides information to families, as requested.

Special Education Lead:

- Provides leadership and direction for Special Education service delivery.
- Participates in the establishment of objectives and plans for Special Education programs and services.
- Acts as a liaison with school administrators in relation to Special Education programs and services.
- Coordinates workshops and other in-service activities related to system initiatives and Special Education.
- Communicates with families, students, and community service providers regarding Special Education programs and services.
- Participates in the IPRC process as required and supports decision-making concerning new identifications and specialized classroom placements.

The District Special Education Resource Teacher:

(As defined by District School Board Ontario North East)

- Supports schools on the implementation of Learning for All JK-12 and Growing Success.
- Working closely with each Superintendent of Education and the Special Education Administrator to assist with Special Education in the various families of schools.
- Supports school SERTs with school specific concerns and issues.
- Assists in the completion of assessments.
- Attends meetings – initial IPRC meetings, case conferences, review IPRC meetings, community agency meetings as required, and student transition meetings.
- Completion of required documents – Special Incidence Portion applications, Special Equipment Application claims, IPRC notes, case conference notes, etc.
- Other duties related to the work of the Special Education portfolio as determined by the Superintendent of Education.

The School Principal:

- Is familiar with policy/program memoranda, and 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 families.

- 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 families 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 families 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 family 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 families 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 families.
- Works with other school board staff to review and update the student's IEP.

The Special Education Resource Teacher:

(As defined by District School Board Ontario North East)

In addition to the responsibilities listed above under "the teacher":

- Holds qualifications, in accordance with Regulation 298, to teach Special Education.
- Monitors the student's progress with reference to the IEP and modifies the program, as necessary.
- Assists in providing educational assessments for exceptional pupils.
- Provides individual and group instruction for designated students.
- Provides strategies, assistance, and support to teachers.
- Develops, with the classroom teacher, accommodations, and modifications to support student learning.

- Co-ordinates the delivery of additional assistance for students by support staff, itinerant teacher(s) and professional resource personnel.
- Responds to teacher requests for materials or expertise specific to the student's exceptionality.
- Provides teachers with an overview of a student's exceptionality and needs.
- Co-ordinates and ensures the consistency of documentation for the IPRC, IEP and report cards.
- Collaborates with key personnel, families, and students in the development of the Transition Plan.
- Maintains current professional knowledge of Ministry Policy and direction in Special Education.
- Supports Special Education Administrator and District SERTs with Ministry submissions.
- Manages and ensures accuracy of the centralized Aspen Student Information System.
- Monitors exceptional students in the school.
- Assists with the Identification, Placement and Review Committee (IPRC) process as directed by the principal.
- Completes initial individualized educational assessments and arranges for referrals to the District Special Education Resource Teacher and/or Special Education Administrator, when required.
- Co-ordinate's agency service delivery in the school.
- Directs students and families to access counseling or support outside of education.
- Develops, manages, and updates the Individual Education Plan (IEP) for identified students as per Ministry directive through collaboration with teachers, principal, and other professionals.

Educational Assistant:

(As defined by District School Board Ontario North East)

- Accompanies teacher to meetings with outside agency support personnel, if required.
- Gets to know individual students by talking to them about hobbies, interests, and careers.
- Supports the students by following instructions and implementing directives from the Special Education Administrator, Principal of the School, Special Education Resource Teacher, and the Classroom Teacher.
- Supervises student activity at arrival, recess, lunch, dismissal, and other unstructured components of the day as required/scheduled.

- Individualizes student-based support for academics, activities, and personal needs.
- Accommodates/supports physical needs (e.g., feeding, toileting, physiotherapy, repositioning/lifts/transfers, assisting with mobility, medical and administration of medication as per Board policy, assisting with management of behaviour/aggression and participation in team intervention if required, supporting student safety).
- Participates as a team player with school-based personnel and activities in operation with and in support of other Educational Assistants in the work setting.
- Follows the established routine for home-school communication through Classroom Teacher, SERT, and Principal.
- Maintains daily detailed logs specific to the student as required.
- Assumes an intervention role for students with communication difficulties.
- Supports academic instruction:
 - Review/support instruction.
 - Support student in maintaining focus.
 - Monitor assistive devices.
 - Guide task follow-through.
 - Support student accommodations during evaluations (i.e., assist with technology, scribe).
 - Encourage social and emotional growth.

Mental Health Lead:

(As defined by District School Board Ontario North East)

- Provides leadership within the board for student mental health.
- Collaborates with school board staff and community mental health partners to promote a proactive, integrated system of care, with clear pathways to/from/through service for students requiring mental health supports.
- Accountable for developing and implementing DSB1's three-year mental health and addictions strategy, one-year action plan, and the collection, utilization and reporting of information related to student mental health.
- Supervises School Social Workers, Child and Youth Workers as well as Attendance Counselors.
- The collection, utilization and reporting of information related to student mental health.

School Social Worker:

(As defined by District School Board Ontario North East)

Is a regulated mental health professional registered with the Ontario College of Social Workers and Social Service Workers.

- Facilitates school based, evidence-informed, mental health literacy and universal mental health promotion activities.
- Supports students with mild to moderate mental health concerns and provides brief evidence-informed early interventions.
- Refers students with more intensive mental health concerns to community-based child and youth mental health services.
- As appropriate, supports students with intensive mental health concerns and/or students in crisis, when intensive mental health services are not readily available in the community.

Child and Youth Worker:

(As defined by District School Board Ontario North East)

Supports all students in the classroom or in small groups with evidence-informed mental health literacy and universal mental health promotion activities. This includes an explicit focus on developing students' social and emotional skills by supporting essential core competencies including:

- Identifying and managing emotions.
- Coping with stress.
- Staying positive and persevering when things are difficult.
- Building and keeping healthy relationships.
- Understanding and celebrating our identity.
- Engaging in critical and creative thinking.

Social-emotional learning is associated with a range of positive outcomes, as determined by research globally. Young people who engage with high-quality social-emotional learning have better mental health and academic outcomes than matched students who do not.

For students with more intensive mental health concerns, they will refer students to community-based child and youth mental health services.



Registered Behaviour Analyst (BA):

Provides support and professional development to school staff, paraprofessionals, and parents/guardians with respect to Applied Behaviour Analysis (ABA) practice, Behaviour Management/Safety Plans, and functional behaviour assessments.

- 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 Behaviour Support Plans (BSPs) and Transition Plans.
- Consult with staff on student transition planning
- Supervise the delivery of enhanced intervention supports, as delivered by Student Support Consultants.
- Provide Crisis Prevention Institute (CPI) training to CPI School Support Teams.
- Provide clinical leadership for system staff who support student behaviour in DSB1 schools.
- Develop and facilitate professional development/training for school staff supporting ongoing staff capacity building by providing trainings and resources.
- Participate in the DSB1 Student Support Team.
- Work with interdisciplinary service teams, supporting service navigation and collaboration between school teams and community service providers.

Student Support Consultant:

Works with educators to provide support and recommend interventions for students experiencing self-regulatory and behavioural challenges. They offer classroom and student-based consultation services that include:

- Provide direct observation and data review of students in the educational setting.
- Develop Behaviour Support/Safety Plans through a CPI lens.
- 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 implementation and development of the Behaviour Management/Safety Plan and any classroom strategies through modelling and coaching.
- Provide Crisis Prevention Institute (CPI) training to CPI School Support Teams.
- Develop and facilitate professional development/training for school staff supporting ongoing staff capacity building by providing trainings and resources.
- Implement plans as outlined by the Behaviour Analyst.

Teacher of the Hard of Hearing:

- Provides staff with strategies to be used when working with students who are deaf and hard of hearing.
- Provides staff with strategies regarding the use of personal FM systems and free field sound systems.
- Provides direct instruction to students who are deaf and hard of hearing.
- Works in collaboration with classroom teacher/SERT to develop, implement and review Individual Education Plans for students who are deaf and hard of hearing.
- Develops academic programming for deaf and hard of hearing students through observation and assessment.
- Acts as a resource person/liaison to families, community agencies, and FM system/sound field equipment providers.

Families Role:

- 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.

Student Role:

- Complies with the requirements as outlined in the Education Act, regulations and policies/program memoranda.
- Complies with Board policies and procedures.
- Participates in IPRCs, teacher-conferences, and other activities, as appropriate.



Section 4 – Identification Procedures and Intervention Strategies

Background

District School Board Ontario North East has early, and ongoing identification procedures as required by the Ministry of Education Policy/Program Memorandum No. 11, “Early Identification of Children’s Learning Needs”, to identify each child’s level of development, learning abilities, and needs. This process is important to the early identification of children with special learning needs and is an important component of the District School Board Ontario North East’s continuum of Special Education services. Early and ongoing identification of children’s needs is part of the assessment required to ensure that individual educational needs are identified, and that appropriate programming is in place.

Philosophy

The purpose of early and ongoing identification procedures is to ensure that educational programs are designed to accommodate identified needs and to facilitate each child’s growth and development. These procedures are a part of a continuous assessment and program planning process. This process should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child’s school life.

Cooperation amongst families, teachers and resource personnel and the sharing of pertinent information regarding the child is crucial in enabling teachers to establish appropriate programs for each child.

Process for Early Identification for Children’s Learning Needs

Expectations of the Principal

- To ensure that the Early Identification Process is followed as outlined in the Board Guide.
- To provide information to the central office regarding statistics and other information as requested.
- To ensure follow-up actions outlined for individual students.

Expectations of the Teacher

- Prior to school entry, and with family consent, Board personnel will contact pre-school service providers to arrange to observe students with special needs, and hold care meetings for all stakeholders to ensure the availability of necessary

services upon school entry (e.g., Occupational Therapy, Physiotherapy, Speech and Language Therapy, additional in-class support, etc.)

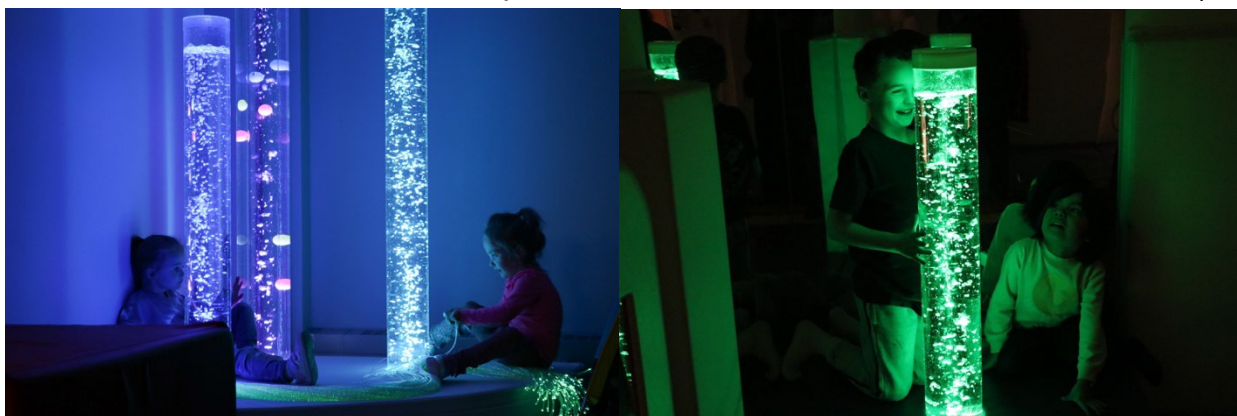
- Kindergarten teachers meet with all families and students, if possible, on an individual basis before the first day of class to collect information and observe the child interacting with the environment and selected learning materials.
- To complete the School Readiness Inventory for each student, based on classroom observation of students.
- To formulate a list of those “flagged students” indicated to be most likely to benefit from Early Intervention.
- To work with the school resource teacher to implement interventions for students.

Expectations of the Special Education Resource Teacher (SERT)

- To assist with observation of the students if requested by the classroom teacher.
- To refer students for assessment to the District Special Education Resource Teacher.
- To refer students, when necessary, to outside agencies.
- To collaborate with the teacher regarding family conferences and communication.
- To work with the classroom teacher to determine appropriate intervention strategies for flagged students.
- To work with teachers to ensure that all “flagged students” continue to have their needs met through classroom programming and/or SERT directed interventions.

Expectations of the Family

- To provide information about their child.
- To provide follow up requested by the school to support their child’s needs (taking a child to the family doctor or other community services).
- To meet with school personnel to discuss their child’s needs.
- To work with the school to provide suggested learning opportunities in the home that complement the school program.
- To describe their child’s special learning needs (Appendix C – District School Board Ontario North East’s Special Needs for Students New to the Board form).



Referral for Assessment

Students are referred to the Special Education Resource Teacher and Principal for consideration of further assessments needed beyond the classroom. Initially, assessment of academic achievement is done through the school Special Education Resource Teacher. Referrals being considered for central assessment services should be discussed with the District Special Education Resource Teacher. The information required for central assessment is outlined in District School Board Ontario North East's assessment material available in each school and on the Board website in DocuShare. Testing is used to gain more information about a student's strengths and needs to assist the school in meeting the student's needs.

Assessment Tools used by the Classroom Teacher:

- Kindergarten checklists based on the Ontario Kindergarten Program document – upon entry to program.
- Diagnostic assessments such as the Acadience Reading Diagnostic, Core Phonics Survey, Phare Phonétique (from Greater Essex County District School Board), and Placement tests (I Can Read in French).
- Progress monitoring (e.g., using flashcards, games, checklists, etc.)

Assessment Tools used by the Special Education Resource Teacher:

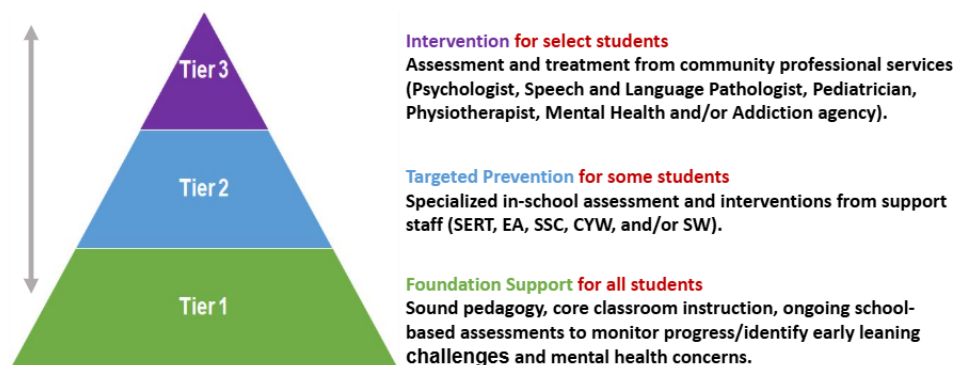
- Achievement and/or diagnostic assessment tools such as the Wide Range Achievement Test (WRAT5).
- Assessment of Basic Language and Learning Skills (ABLLS-R) and Assessment of Functional Living Skills (AFLS) are used to measure the basic linguistic and functional skills of an individual with developmental delays or disabilities.

Assessment Tools used by the District Special Education Resource Teacher:

- Weschler Individual Achievement Test (WIAT).

District School Board Ontario North East supports the pyramid of intervention model. We strive to create a learning environment which demonstrates our belief that ALL children can learn given time and support. We have adopted the Ministry's Tiered Intervention approach, where assessment drives instruction and more intensive levels of support are offered as greater needs become apparent. Family involvement is embedded in all levels of the process.

Early Identification and Intervention: Tiered Intervention Approach



- In **Tier 1 Intervention**, core classroom instruction and sound pedagogy is critical. Achievement is monitored for all students to identify early indicators of learning difficulties. In support of students experiencing learning challenges, the school team of primary teachers and/or the Special Education Resource Teacher work together to develop effective strategies that the classroom teacher can utilize to address area(s) of deficit as indicated in assessment results and/or observations. The frequency and intensity of this support is documented, students are re-assessed periodically, and instruction is adjusted based on student performance.
- **Tier 2 Intervention** is considered when a student's skills appear to improve very little, despite implementation of specialized strategies and additional classroom teacher support. More intensive support is required, in addition to classroom instruction, which targets specific learning challenges the student is experiencing. This often requires withdrawal of the student from the regular classroom to work with a Special Education Resource Teacher (SERT) for a short amount of time.
- **Tier 3 Intervention** is pursued when students demonstrate severe learning difficulties for which targeted intervention and increased school staff support does not result in an adequate increase in academic achievement. This level of intervention occurs in consultation and cooperation with the students' families and may involve a referral to a medical or para-professional, including but not limited to an Occupational Therapist, Speech and Language Pathologist, Psychologist or Pediatrician.

Section 5 – Identification Placement and Review Committee (IPRC) Process and Appeals

An Identification, Placement and Review Committee (IPRC) may be convened in one of two ways.

1. The family may, in writing, request that an IPRC be convened. Professional documentation or an assessment from an external source which, in discussion with the school committee, meets the Board's criteria, will provide the basis for the identification of the student as exceptional.
2. Board or school staff may have received documentation indicating that a student meets the criteria for identification as an exceptional pupil. The family (and the student if 16 years of age or older) is given written notice at least 10 days in advance of an IPRC meeting.

Committee Members of the IPRC

Voting members (minimum of three) include:

- The Chair (Principal or Designate)
- Classroom Teacher(s)
- Special Education Resource Teacher(s)
- Superintendent of Education or Designate

Others in attendance (non-voting) may include:

- The family
- Student
- Professionals/Advocates/Agency Representation
- Support Staff

Responsibilities of the IPRC

As outlined in the Education Act (O. Reg. 181/98), the purpose of the IPRC is:

- To determine whether the committee has identified the student as exceptional.
- To determine placement (ranging from a regular classroom with indirect support to a Special Educational classroom full time) for a student that has been identified as exceptional, with the rationale for placement having considered the needs of the student and parental preferences.
- In the case of review IPRC meetings, which must be held at least once in each school year, identification, and placement are considered based on the progress of an exceptional student, with reference to the student's Individual Education Plan.

The written decision will include:

- The category of the identified exceptionality and the definition of the exceptionality.
- A description of the student's strengths and needs (as specified in assessments).
- The category and definitions of any exceptionalities identified by the committee.
- The committee's placement decision.
- The committee's recommendations regarding special programs and/or Special Education services.

The ***Special Education Guide for Parents/Guardians and Students***, which describes the IPRC process followed by District School Board Ontario North East as set out by the Ministry of Education in the Education Act, and is included as Appendix D.

IPRC Student Package



Section 6 – Educational and other Assessments

The goal of educational assessments is to improve student learning and achievement. Assessment is a daily part of classroom programs and regular assessment will provide an important range of information on a student's learning needs. The greatest potential of assessment is when it becomes an integral part of all classroom activities and when used to identify students' strengths and needs to outline the next steps for learning.

For students who are experiencing learning difficulties, additional assessment beyond the classroom and/or school is often needed to assist with the decisions about program directions, possible exceptionality determination, and placement decisions.

In consultation with the parents/guardians and principal, the Special Education Resource Teacher (SERT), who holds additional qualifications in Special Education, may administer educational assessments (e.g., WRAT5). This will establish academic levels for comparison/verification with classroom achievement and provide an accurate baseline for tracking future development. Schools may suggest parents contact their medical doctor for possible referral to a specialist and suggestions for vision and/or auditory assessments.

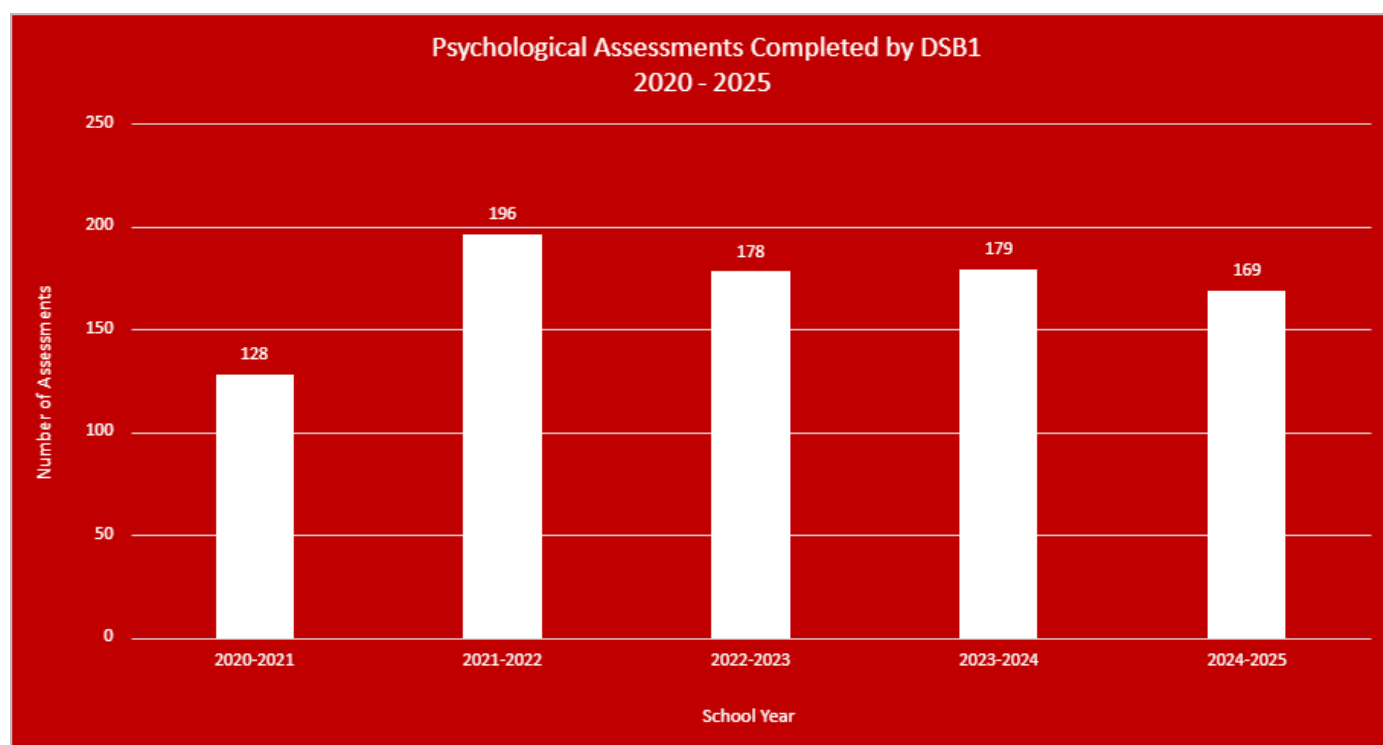
A more comprehensive psychoeducational assessment may be requested through the District Special Education Resource Teacher (DSERT). This assessment is for students exhibiting learning difficulties that are primarily academic and are more complex. The referral process for this next step of assessment is outlined below.

District School Board Ontario North East has established referral processes to access psycho-educational assessments. The completed referral, which must include prior parental/guardian or in some cases, student consent, is submitted by the school principal to the Special Education Administrator or District Special Education Resource Teacher.

All referrals are considered upon review of the referral package by the Special Education Team, and assessments can be assigned to the Board's contract psychologist or forwarded to an outside agency that specializes in assessment of a particular disability (i.e., Cochrane Temiskaming Resource Centre for students who demonstrate characteristics of an intellectual disability). Psychologists conducting assessments must be members in good standing of the College of Psychologists and are governed by the Psychological Act of 1991.

Results of a psycho-educational assessment are shared by the psychologist, initially with the parents/guardians, prior to sharing with the school and Board team.

Psychoeducational assessments completed by the Board's contract psychologist are stored in students' Ontario Student Record (OSR), the contents of which are regulated by the Education Act (S. 266) and outlined in District School Board Ontario North East's Ontario Student Record Policy.(No. 2.1.27) While results of educational assessments completed by school staff can be shared with specified external agencies with prior written consent of the parent/guardian or of a student who has attained the age of 16 and is deemed to have the capacity to consent, in the case of the psychological assessment, the parent, guardian, or adult student are required to provide a copy of the psycho-educational assessment to external parties.





Section 7 – Specialized Health Support Services in the School Setting

District School Board Ontario North East partners with the Ministry of Health and the Home and Community Care Support Services North East to assist students with certain medical needs or therapies in attending school, and/or providing educational programming suitable to student needs. It is a shared responsibility for Ministries to join in providing services. Services may include, but are not limited to, consultation, training, and direct service, to extend the Board's ability to support student needs. There are criteria for students to receive services, to determine the personnel and level of support, and to discharge when the service is no longer required. District School Board Ontario North East Health Support Services Policy Code 2.1.9 including, Appendices A to G of the policy, outline administrative regulations and operational procedures. Details of Health Support Services for District School Board Ontario North East are included as Appendix A.

Section 8 – Categories and Definitions of Exceptionalities

District School Board Ontario North East uses the Ministry of Education categories and definitions of exceptionality to identify students. Board criteria for identification are noted with each exceptionality.

BEHAVIOUR

BEHAVIOUR EXCEPTIONALITY

A learning disorder characterized by specific behaviour problems over a certain period of time, and 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.

Board criteria: Behaviour assessment by a qualified professional (M.D., psychologist, psychiatrist) includes the use of objective measures of behaviour and assessment instruments. Behaviours are of a frequency, intensity, or duration that they interfere with academic achievement and social relationships.

PHYSICAL

PHYSICAL DISABILITY

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

Board criteria: A report from a legally qualified medical practitioner or medical agency stating the nature of the student's physical handicap and severity. The report may include recommendations for a plan of care that the student will require at school.

BLIND AND LOW VISION

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

Board criteria: Diagnosis by a qualified professional (MD) or ophthalmological assessment of a condition of partial or total impairment of sight or vision.

MULTIPLE

MULTIPLE EXCEPTIONALITIES

A combination of learning or other disorders, impairments, or physical disabilities, that is of such 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.

Board criteria: Criteria for two or more of the categories of exceptionalities are met.

INTELLECTUAL

GIFTEDNESS

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

Board criteria: A psychological assessment with a diagnosis as per the DSM-V-TR.

MILD INTELLECTUAL DISABILITY

A learning disorder characterized by:

- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and support 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.

Board criteria: Diagnosis by a registered psychologist of a cognitive measure of intelligence falling within the intellectually deficient range as per DSM-V-TR.

DEVELOPMENTAL DISABILITY

A severe learning disorder that is 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, independence, social adjustment, and economic self-support.

Board criteria: Diagnosis by a registered psychologist or medical diagnosis as per the DSM-V-TR criteria.

COMMUNICATION

AUTISM

A severe learning disorder that is characterized by:

- Disturbances in rate of educational development, ability to relate to the environment, perception, speech & language and/or mobility.
- A lack of the representative symbolic behaviour that precedes language.

Board criteria: Diagnosis of Autism Spectrum Disorder by a qualified professional (medical doctor or a registered psychologist).

DEAF AND HARD OF HEARING

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

Board criteria: Audiological documentation by a qualified professional (audiologist, M.D.), which indicates a moderate bilateral hearing loss that adversely affects educational performance or a non-existent auditory response to sound.

LANGUAGE IMPAIRMENT

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:

- Involve one or more of the forms, content, and function of language in communication; and
- Include one or more of the following:
 - Language delay.
 - Dysfluency.
 - Voice and articulation development, which may or may not be organically or functionally based.

Board criteria: An impairment in comprehension and/or use of verbal communication or the written or other symbolic system of communication which results in a significant discrepancy between academic achievement and assessed intellectual ability through

current professional assessments. A moderate to severe expressive and/or receptive language delay is documented which results in the need for program modifications related to the language areas.

SPEECH IMPAIRMENT

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

Board criteria: Diagnosis by a registered psychologist, speech/language pathologist or medical practitioner of a severe language dysfunction.

LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the proper uses of spoken language or the symbols of communication, and that is characterized by a condition that:

- Is not primarily the result of:
 - Impairment of vision
 - Impairment of hearing
 - Physical disability
 - Developmental disability
 - Primary emotional disturbance
 - Cultural difference
- Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading)
 - Language processing (thinking, conceptualizing, integrating)
 - Expressive language (talking, spelling, writing)
 - Mathematical computations
- May be associated with one or more conditions diagnosed as:
 - A perceptual handicap
 - A brain injury
 - Minimal brain dysfunction
 - Dyslexia
 - Developmental aphasia

Board Criteria: Diagnosis of a specific learning disability by a psychologist as per the DSM-V-TR criteria.

Section 9 – Special Education Placement Provided by the Board



District School Ontario North East believes that all children can learn. The Board accepts and supports the belief that each individual child has unique strengths and needs.

Introduction

District School Board Ontario North East upholds the **Cascade Model** based on a full range of optional placements, with the first consideration always being the most inclusive setting where the student can profit, and where the parents/guardians agree.

District School Board Ontario North East upholds a modified “Cascade Model” of services delivery. The Cascade Model describes both visually and organizationally the range of placements.

Regular classroom placement is the first choice when such placement meets the pupil's needs and is in accordance with parents' wishes. Rationale for alternate placements is recorded in the IPRC summary and the appropriate integration opportunities are discussed and recorded during the meeting. The Board recognizes that a regular classroom placement may not meet with needs of every exceptional pupil, and a range of placements may be available for consideration.

SEAC's Role in the Determination of Range of Placements Offered

As representatives of organizations that support exceptional students within the communities of District School Board Ontario North East, each SEAC member may bring forward concerns about the range of placements that the Board provides. Numerous opportunities arise to express any concerns. Members may request, through the Chair, to place a concern on the agenda. Discussion during regular meetings may lead to considerations of the range of placement options. Presentations regarding categories of exceptionalities, programs and services present an ongoing means of reviewing the existing range of placement options. Ministry of Education directives and ongoing endeavours requiring in-service for SEAC members often leads to reviewing and confirming questions or recommending consideration for the revision of the range of placements.

Integration into the Regular Classroom

Student placement is in the regular classroom when the student can profit, their needs can be met, and the parents/guardians agree. It may be necessary to provide some aspects of the student's program outside the regular classroom in a withdrawal setting where the groups are smaller, the program more individualized and the expertise more specific. For the blind and low vision and deaf and hard of hearing, and the deaf-blind, in integrated classrooms, the support and programming of an intervener may be accessed. When specialized settings are the placement preference, integration opportunities are sought which are appropriate for the student socially, academically, for interest, stimulation, or experience.

Such integration may occur in a variety of settings: regular classrooms, homerooms, gymnasiums, cafeterias, leisure sport venues, community activity sites, excursions or trips, social gatherings, or performances.

Range of Placements for Elementary and Secondary Students

1. Regular Classroom Placement for Exceptional Pupils

- a) Regular Classroom with Indirect Support
 - Student receives all programming in the regular classroom, provided by the classroom teacher.
 - Consultative services regarding programming and planning are provided to the classroom teacher by a qualified Special Education teacher.
- b) Regular Class with Resource Assistance
 - Student is placed in the regular class and receives specialized instruction, individually or in small group, within the regular classroom from a qualified Special Education teacher.
- c) Regular Class with Withdrawal Assistance
 - Student is placed in the regular class and is withdrawn, for less than 50% of the school day, to receive instruction from a qualified Special Education teacher in a small group setting.

2. Partially Self-Contained (High Support)

Students profit from regular classroom placement for components of mainstream programming for a portion of the school day. Students also require specialized programming provided in an alternate setting for the remainder of their program and their school day. Typically, the portion of program in a regular classroom would be of a social or interest nature with 'close to' age peers. Occasionally, regular classroom programming is appropriate and students' experience success for more academically based program (not usually with age peers) and require a self-contained setting and specialized program for life-skills based needs.

3. Fully Self-Contained (High Support)

Placement in a fully self-contained setting is considered for students who require a greater level of support and specialized programming which may include substantial modifications to the Ontario Curriculum and/or alternative areas of study (i.e., independent living/life skills). Typically, efforts continue to determine appropriate opportunity, for inclusion in regular classroom/school experiences.

4. Home Instruction

Students unable to participate in school-based programming on a temporary basis may receive up to 5 hours per week of instruction at home. Instruction is provided on the request of the parents and/or as indicated by the student's physician. The instructor is a qualified teacher. Approval for home instruction is through the Superintendent for Special Education.

Meeting the Needs of Exceptional Students

Teaching Approaches

The needs of each identified student, through the IEP development, may include accommodations and modifications to maximize their academic potential. A variety of teaching approaches may need to be used to help exceptional students achieve the learning expectations of their courses. Examples of such approaches may include:

- Using special resources, such as reading material consistent with students' reading levels and learning styles; a variety of learning experiences and learning tools (e.g., calculators, assistive technology); enrichment units, additional readings, and other opportunities (e.g., problems to solve) that extend learning.
- Using a variety of teaching/learning strategies, such as team teaching; special interest groupings for research projects; peer partners, collaborative groups, and cross-age tutoring; mentorship programs; and independent study plans.
- Using a resource room or alternate space as an alternative to the classroom.
- Collaborating with resource teachers and other professionals.
- Using different areas of the classroom for different purposes (e.g., independent learning, group work).
- Consulting with families about providing appropriate study conditions at home.
- Providing for those students who may need more or less time to complete assignments or achieve the learning expectations.
- Providing alternative ways of completing tasks or presenting information (e.g., through oral questioning, demonstrations, dramatizations, role play).
- Simplifying the language of instruction.
- Providing opportunities for performance in areas of special talent.
- Providing students with opportunities to develop compassion and empathy toward all members of the school community including exceptional students.
- Facilitating where appropriate integration of exceptional students into the regular classroom as well as inclusion in school-based activities.

Curriculum

Curriculum content may need to be modified to help exceptional students achieve the learning expectations of their courses. Examples of such content changes could include:

Providing a module on learning and study skills to help students acquire such skills as

- Formulating a work plan, taking notes, reading, and studying.
- Providing additional material to reinforce learning, if necessary.
- Providing additional material to extend learning, if appropriate.
- Providing modified curriculum expectations or alternative expectations (i.e., expectations that are alternatives to the provincial curriculum expectations), as appropriate, to ensure that the individual needs of exceptional students are met.

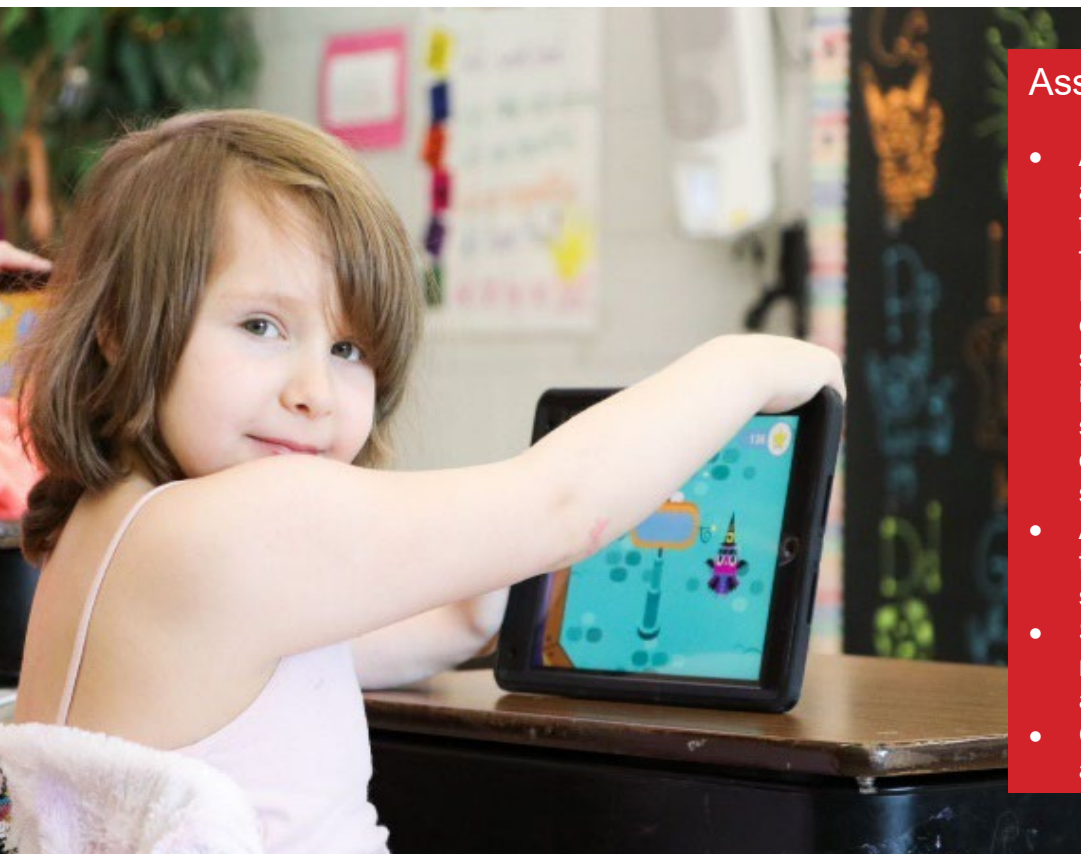
- Modifying the delivery of cooperative education programs for exceptional students.
- Providing exceptional students with opportunities to gain the knowledge and skills they need to make a successful transition to postsecondary education, apprenticeship programs, work, or living independently in the community.
- Providing opportunities for exceptional students to acquire self-advocacy skills.

Assessment Procedures and Strategies

Assessment procedures and strategies may also need to be altered to assess the extent to which exceptional students are achieving the learning expectations of their courses. Examples of such alterations to procedures and strategies may include:

- Changing the time requirements for completing assignments or assessment tasks.
- Changing the format of the assessment materials.
- Providing a quiet environment in which assessment may take place.
- Simplifying test instructions and the language of questions; providing for the use of scribes, digital recorders, computers, or allowing oral responses.
- Allowing students to retake classroom tests or redo classroom assignments to improve their performance.
- Providing alternative homework assignments.
- Basing classroom assessment on the full range of students' work (e.g., portfolios, interviews).

Note: The provision of accommodations on provincial assessments (i.e., EQAO) are based upon the student's Individual Education Plan, and should be consistent with regular classroom practice, including assessments.



Assistive Devices

- Assistive devices are incorporated into a student's academic day to maximize their ability to access curriculum and to facilitate integration. District School Board Ontario North East has been committed to a 1:1 iPad initiative for students in grades four to twelve inclusive, and a 2:1 initiative for students in grades three and under over the past several years, allowing all students access to technology.
- Assistive devices are incorporated upon the professional recommendation of a specialist.
- Student/teacher support – are trained to maximize the assistive devices' usage and to ensure safety.
- Ongoing agency support is requested as needed.

Specific Details of Placements

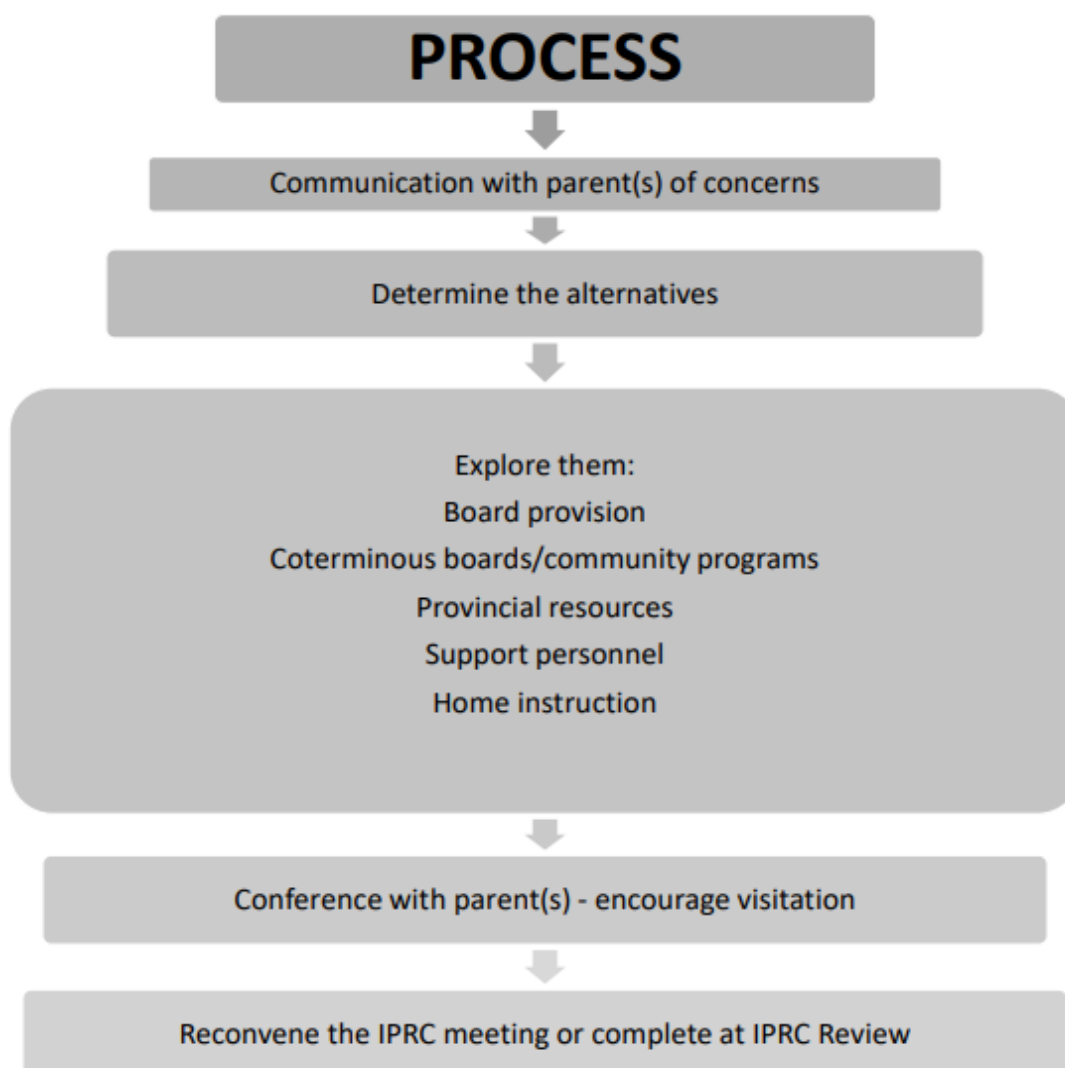
SCHOOLS	Regular Classroom	Regular Classroom with Resource Support	Regular Classroom with Withdrawal Assistance	Partially Self-Contained	Fully Self-Contained	Home Instruction (as required)
Bertha Shaw Public School	✓	✓	✓			✓
Central Public School	✓	✓	✓			✓
Clayton Brown Public School	✓	✓	✓	✓	✓	✓
Cochrane Public School	✓	✓	✓	✓	✓	✓
Diamond Jubilee Public School	✓	✓	✓	✓	✓	✓
Ecole Secondaire Cochrane High School	✓	✓	✓	✓	✓	✓
Elk Lake Public School	✓	✓	✓			✓
Englehart High School	✓	✓	✓	✓	✓	✓
Englehart High School – Elementary	✓	✓	✓	✓	✓	✓
Englehart Public School	✓	✓	✓	✓	✓	✓
Federal Public School	✓	✓	✓	✓	✓	✓
Golden Avenue Public School	✓	✓	✓	✓	✓	✓
Hearst High School	✓	✓	✓			✓
Iroquois Falls Public School	✓	✓	✓	✓	✓	✓
Iroquois Falls Secondary School	✓	✓	✓	✓	✓	✓
Iroquois Falls Secondary School – Elementary	✓	✓	✓	✓	✓	✓
Joseph H. Kennedy Public School	✓	✓	✓	✓	✓	✓
Kapuskasing District High School	✓	✓	✓	✓	✓	✓
Kerns Public School	✓	✓	✓	✓	✓	✓
Kirkland Lake District Composite School	✓	✓	✓	✓	✓	✓
Kirkland Lake D. C. S. – Elementary	✓	✓	✓	✓	✓	✓
New Liskeard Public School	✓	✓	✓	✓	✓	✓
Pinecrest Public School	✓	✓	✓	✓	✓	✓
R. Ross Beattie Senior Public School	✓	✓	✓	✓	✓	✓
Roland Michener Secondary School	✓	✓	✓	✓	✓	✓
Roland Michener Secondary School – Elementary	✓	✓	✓	✓	✓	✓
Schumacher Public School	✓	✓	✓	✓	✓	✓
Smooth Rock Falls Public School	✓					✓
Temagami Public School	✓					✓
Timiskaming District Secondary School	✓	✓	✓	✓	✓	✓
Timiskaming D.S.S. – Elementary	✓	✓	✓			✓
Timmins Centennial Public School	✓	✓	✓			✓
Timmins High & Vocational School	✓	✓	✓	✓	✓	✓
W. Earle Miller Public School	✓	✓	✓	✓	✓	✓

Change in Student Placement

A process follows if school staff/parents want to consider a placement change to support a student's exceptionalities. An Identification, Placement and Review Committee (IPRC) meeting may be held to review the placement options for a student; a parent may be presented with information outlining alternative placement options outside of regular school, including home instruction, home schooling, section 23 classrooms and/or provincial and demonstration schools.

A change of placement may be considered due to:

- New diagnosis
- Change of needs
- Family request
- Inability to access or profit from a program
- Growth beyond provisions of program



Section 10 – Individual Education Plans (IEPs)

All students who are identified as exceptional through an IPRC must have an Individual Education Plan (IEP) in place within 30 school days of the student's placement in a Special Education program. As outlined in Regulation 181 of the Education Act, this plan should contain the following information related to the strength and needs of the student:

- Educational expectations
- Modifications, accommodations, strategies, resources
- Evaluation of progress
- Long-term goals
- Transition

In addition, the Board has implemented the requirements for IEPs outlined in the Ministry Standards: Special Education in Ontario Kindergarten to Grade 12 Policy & Resource Guide 2017 (draft).

Development and Dispute Resolution

IEPs are developed through a consultative process, including school staff, parents/guardians and possibly students. Special Education Resource Teachers and classroom teachers use all forms of current documentation in the OSR, assessment reports, and the IPRC information to develop the IEP. Families review the IEP and offer input on the student's learning style and needs.

Note – An IEP is a written plan – a working (living) document, changing over time, which describes the strengths and needs of a student as well as the Special Education program and services the student is receiving within the resources available to the Board. If there is a conflict or disagreement between school staff and families about the IEP, the principal will try to resolve the issue. If it is not resolved, the principal may call the Superintendent of Special Education or Board Special Education staff to work with the parent and school staff to facilitate a resolution. There is a section on the IEP for the family to record any disagreement or suggestions for changes.

The Board contracts Fujitsu Consulting (Canada) Inc. for the IEP – an interactive database for IEP development. Fujitsu monitors, develops, customizes, updates, and supports all facets of the technology. A sample/test IEP developed in the Board's database is included in Appendix F.

Ongoing Professional Development

We continue to provide a strong focus on writing clear, relevant IEPs that are meaningful to students and their parents/guardians. Training and ongoing support is provided throughout the year.

Section 11 – Transition Planning



As part of the Individual Education Plan, any provisions of the regulation that apply to the IEP also apply to the transition plan. District School Board Ontario North East adheres to Ministry of Education Policy/Program Memorandum (PPM) No. 156, Supporting Transitions for Students with Special Education Needs, which came into effect on September 2, 2014. PPM 156 directs that transition plans be considered for ALL students who have an IEP, and, at the Board's discretion, transition plans may be developed for students who receive Special Education programs and/or services but do not have an IEP and/or have not been identified as exceptional. The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with the requirements.

Transition plans must be personalized for students; developed and reviewed in consultation with the parent(s)/guardian(s) or student (as appropriate). Consultation should also involve relevant community agencies and/or partners (as necessary) and/or a post-secondary institution (where appropriate). Every transition plan must include the following elements:

- Specific and realistic transition goals and required support needs. The goals must reflect the strengths, needs and interests of the student.
- The actions required, now and in the future, to achieve the stated goals. The actions must build on the student's identified strengths, needs and interests.
- Roles and responsibilities – The person or agency responsible for or involved in completing each of the identified actions. (i.e., the student, parents, educators, providers of specialized support and services, community agencies).
- Timelines for the implementation and/or completion of each of the identified actions.

Transition planning is targeted and must consider context variables and individual student needs. Planning for transitions is incorporated into the Individual Education Plan with specific goals, strategies, and steps to facilitate the transition(s).

Differing kinds of school-based transitions require different degrees of support. Simpler transitions might involve a student transitioning from activity to activity within a classroom or between locations within the school. More complex transitions might involve changes to students' pathways in terms of location, school and/or program and may require significant support from adults.

- School Entry – new to school, new to Board, school to school, entry to school in JK, from an outside agency to school.
- Within School – between grades, from one program area or subject to another.
- Exit to post-secondary – pathways to college, university, work, etc.

Community Transitions

- Links to Resources – transition to agencies, services, funding and/or respite.
- Recreation and Leisure – support to access after school programs, summer camps.
- Managing in the Community – TTC training, mobility in the community, life skills beyond school (e.g., cooperative work experience placements; preparing for independent or assisted living).

Employment Transitions

- Unpaid Volunteer – various opportunities that would allow students to meet the criteria of 40 volunteer hours for graduation and/or develop experiences for future pathways, co-op placements.
- Paid – part-time work, apprenticeships.

Effective transition plans provide the foundation for successful transitional experiences.



Section 12 – Provincial and Demonstration Schools in Ontario

School staff and families are informed about the programs and services of the Provincial and Demonstration Schools.

The following information is from The Ministry Standards for School Boards' Special Education Plans (2000).

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 centers for students who are deaf, blind, or deaf-blind.
- Provide preschool home visiting services for students who are deaf or deaf-blind.
- Develop and provide learning materials and media for students who are deaf, blind, or deaf-blind.
- Provide school board teachers with resource services.
- Play a valuation role in teacher training.

Each provincial Demonstration School has a maximum enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental/guardian consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with School Boards, the Ministry recognizes that some students require a residential school setting for a certain 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 students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (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.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers in Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

The school provides:

- A provincial resource centre for the visually impaired and deaf-blind.
- 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 inter-provincial, 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 deaf-blind children, assistance in preparing these children for future education.

The W. Ross Macdonald School: School for the Blind and Deaf-Blind is located in Brandford and provides education for students who are blind, visually impaired, or deaf-blind.



Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- **Sir James Whitney School for the Deaf** in Belleville (serving eastern Ontario)
- **Ernest C. Drury School for the Deaf** in Milton (serving central and northern Ontario)
- **Robarts School for the Deaf** in London (serving western Ontario)
- **Centre Jules-Léger** in Ottawa (serving francophone students and families throughout Ontario)



These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP).

Schools for the Deaf:

- Provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English.
- Operate primarily as day schools.
- Provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the schools.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirement set out in Regulation 296.

Each school has a Resource Services Department, which provides:

- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel.
- Information brochure.
- 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.

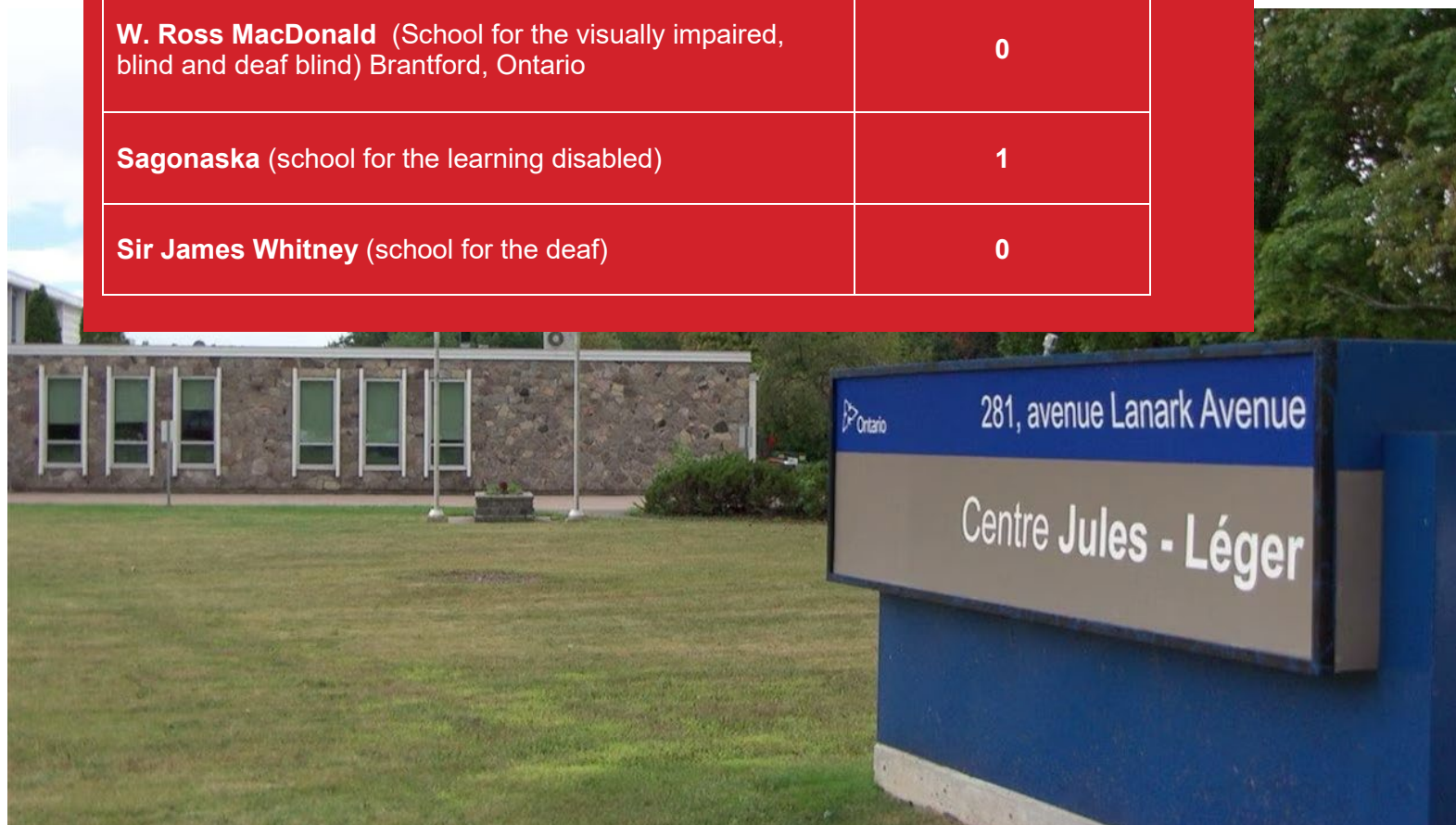
Transportation to and from Provincial Schools

Students are transported by air and by land, both when traveling to and from school. District School Board personnel in each region make all the travel arrangements in consultation with the families, transportation providers, the escorts (as required) and provincial schools. Consistency of routine and personnel involved are a prime consideration for the students and their families. The Transportation Officer will facilitate all travel arrangements.

The Superintendent of Special Education must be aware of all travel arrangements. Emergency contacts are distributed to Board personnel/escorts/parents/students in the event of illness, inclement weather, flight cancellations, other delays, etc.

District School Board Ontario North East Students attending Provincial Schools 2024-2025

Provincial School	# of students attending
W. Ross MacDonald (School for the visually impaired, blind and deaf blind) Brantford, Ontario	0
Sagonaska (school for the learning disabled)	1
Sir James Whitney (school for the deaf)	0



Section 13 – Special Education Staff

ELEMENTARY AND SECONDARY PANELS (2024-2025)

SPECIAL EDUCATION STAFF		FTE'S		STAFF QUALIFICATIONS
		Elementary	Secondary	
1. TEACHERS OF EXCEPTIONAL STUDENTS				
1.1	Teachers for resource-withdrawal programs	18.4	6.85	Special Education AQ (Specialist Preferred)
1.2	Teachers of self-contained classes	49.2	30.62	Special Education AQ (Specialist Preferred)
1. OTHER SPECIAL EDUCATION TEACHERS				
2.1	Itinerant teachers Itinerant Teacher of the Deaf Assessment/Technology SERT	0.5 0	0.5 0	The Deaf Specialist, Teacher of the Hard of Hearing/Listening and Spoken Language Specialist, Certified Auditory Verbal Educator Special Education Specialist
2.2	District SERTs	1.5	1.5	Special Education Specialist
2.3	District Administrator	0.5	0.5	Special Education Specialist / Principal Qualifications
2.4	Consultants	0	0	
3. EDUCATIONAL ASSISTANTS IN SPECIAL EDUCATION				
3.1	Educational assistants	114	46	EA Diploma or Equivalent
4. OTHER PROFESSIONAL RESOURCE STAFF				
4.1	Psychologists	Contracts		
4.2	Psychometrists	0	0	
4.3	Psychiatrists	0	0	
4.4	Speech-language pathologists	Contracts		
4.5	Audiologists	Partnerships		
4.6	Occupational therapists	Partnerships		
4.7	Physiotherapists	Partnerships		
4.8	Mental Health Nurse	Partnership		
4.9	Social worker	0	7.0	Master's in Social Work preferred
4.10	Mental Health Lead	0.5	0.5	Master's Degree- relevant discipline
4.11	Student Support Consultants	1.5	1.5	Bachelor's degree in Social Work, Psychology or related field preferred
4.12	Registered Behaviour Analyst	0.5	0.5	Master's in Psychology or applied Behaviour Analysis Registered Behavior Analyst with a certificate for Autonomous practice, College of Psychologists and Behaviour Analysts or Board-Certified Analyst (RBA) status, College of Psychologist of Ontario
5. PARAPROFESSIONAL RESOURCE STAFF				
5.1	Orientation and mobility personnel	Contracts		
5.2.	Oral interpreters (for deaf students)	0	0	
5.3	Sign interpreters (for deaf students)	0	0	
5.4	Transcribers (for blind students)	0	0	
5.5	Interveners (for deaf-blind students)	0	0	
5.6	Auditory-verbal therapists – Communication Assistants	Contracts		
5.7	Child & Youth Workers	15.0	0	CYW Diploma
TOTAL		206.6	95.47	
TOTAL STAFF		302.07 FTE		

Section 14 – Staff Development

SPECIAL EDUCATION BUDGET FOR PROFESSIONAL DEVELOPMENT 2024-2025 SCHOOL YEAR		
Academic	Elementary	\$32 651.00
	Secondary	\$9944.00
Non-Teaching	Elementary	\$13 192.00
	Secondary	\$8245.00
TOTAL		\$64 032.00

Goals for Special Education Staff Development

- To keep staff current with new Ministry initiatives, legislation requirements.
- To promote professional development and expertise in the field of Special Education and programming.
- To build capacity to optimize learning for students with special needs.
- To foster ongoing improvement in practice.

Input for Staff Development

- By request through Principal.
- By recommendation of SEAC.
- By request of Teacher, Educational Assistant and/or Child and Youth Worker.

Determination of Priorities

- Consideration of identified needs.
- New requirements/initiatives from Ministry.
- New teachers are “linked” and “mentored” with another Special Education Resource Teacher with a similar school role and expertise.
- Exceptionality requirements.

Budget Money/Funds for Professional Development

- Cost sharing.
- Agencies and organizations offer some workshops at no cost, some at a reduced registration fee.
- Professional development opportunities with coterminous Boards/other Ministries.
- 25% of the Special Education budget is spent on staff development in Special Education.
- Discretionary decisions of schools to allocate budgetary funds towards professional development in Special Education.
- Accessing school-based training outside of instructional periods (e.g., during staff meeting) or providing release during the school day (cost of staff release would apply).

Types of Staff Development

District School Board Ontario North East provides staff development in several ways. Due to the extended geographical area of the Board, localizing in-service or the use of video conferencing is considered whenever possible. Common strategies to provide in-service training include:

- In-service sessions for general education teachers.
- Specialized in-service for SERTs/ EAs/CYW/RSWs.
- Training in new processes, procedures, programs for staff.
- Consultation/presentation by specialized professionals.
- Attendance at regional or provincial conferences/sessions.
- Certification courses and recertification.
- Attendance at Ministry workshops.
- Opportunities for research into specific areas of need.
- Individual consultation.
- Presentation to staff, school councils.
- Supported visits to sites of expertise.
- Use of instructional coaches to support initiatives.

Section 15 – Specialized Equipment

District School Board Ontario North East purchases personalized equipment which is provided for student use at school for instructional, care, and mobility purposes. All personalized equipment must be recommended and supported by a current professional recommendation and assessment.

The Special Equipment Amount (SEA) provides funding to School Boards to assist with the costs of this equipment. There are two components to SEA funding:

1. The **Per Pupil Amount** allocation is for purchase and/or lease of all recommended equipment and peripherals (i.e., personal iPads, computers and related applications, software, and devices), service contracts, technician costs and training that are required to make the equipment operational for use by students with Special Education needs. In 2024-2025, our Board's Per Pupil Amount was \$363 909. This lump sum amount will enable the School Board to seek bulk purchases and Board licenses, as well as other efficiencies that will help decrease unit costs.
2. **SEA claims-based funding** is for purchase of all non-technology-based equipment, which may include sensory, hearing, vision, personal care, and physical assist equipment. This funding will cover the cost of an individual student's equipment needs. In 2024-2025, Special Education budgeted for 50 claims, based on previous years' averages, with the realization that should we receive claims more than that number, the necessary dollar amount will be allocated so that students' Special Education needs can be met in a timely manner.

District School Board Ontario North East Policy number 2.1.22 guides the purchase, use and care of personalized equipment.

If a student who has been provided with SEA equipment transfers to another school board, the equipment is portable and must move to the new school board at their request, with the receiving school board assuming responsibility for the shipping costs. Likewise, if a student with SEA personalized equipment transfers to a school in our school board, transfer of the student's equipment may be requested, and we will assume responsibility for any associated costs. This follows the Ministry Guidelines for Specialize Equipment Amount Directives (2024-2025)

A centralized data base of all personalized equipment is maintained. Surplus equipment is reallocated where possible, if it meets the criteria of the professional recommendations and if the equipment is safe and functional.

ACCESSIBILITY PLAN - 2024 TO 2025

Updated November 2024

SCHOOLS

BERTHA PUBLIC SCHOOL

CENTRAL P.S.

CLAYTON BROWN P.S./ HEARST H.S. (JK-12)

COCHRANE P.S.

DIAMOND JUBILEE P.S.

ECOLE SECONDAIRE COCHRANE HIGH SCHOOL

ELK LAKE P.S.

ENGLEHART HIGH SCHOOL (7-12)

ENGLEHART P.S.

FEDERAL P.S.

GOLDEN AVENUE P.S.

IROQUOIS FALLS P.S.

IROQUOIS FALLS S.S. (7-12)

J.H. KENNEDY P.S.

ELEVATOR 2024-2025 Capital Project (Was delayed due to RAAC)

KAPUSKASING HIGH SCHOOL

KERNS PUBLIC SCHOOL

KIRKLAND LAKE DISTRICT COMPOSITE SCHOOL (7-12)

NLPS WEST WING

NLPS EAST WING

PINECREST P.S.

R. ROSS BEATTIE P.S.

ROLAND MICHENER S.S. (7-12)

SCHUMACHER P.S.

SMOOTH ROCK FALLS P.S.

TEMAGAMI P.S.

ELEVATOR 2024-2025 Capital Project (Was delayed due to RAAC)

TIMISKAMING DISTRICT SECONDARY SCHOOL (7-12)

TIMMINS CENTENNIAL P.S.

TIMMINS HIGH & VOCATIONAL SCHOOL

W.E.MILLER P.S.



Section 17 – Transportation



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District School Board Ontario North East recognizes that some students with Special Education needs will require specialized transportation arrangements to travel to the local school while other students may be transported to a special program at another site. Approval for any specialized arrangements is required in writing from the Superintendent responsible for Special Education through the completion of the [online digital form](#).

Students/Programs	Access	Details
Special Education Programs	School Bus/or Alternative per request form	Access to regular school bus or wheelchair accessible bus Attendant/Monitor available on some buses as per reviewed need Special needs only bus routes Harnesses/Car seats Fee for service alternative transportation
Regular Classroom	Bus Services	JK/SK – home or distance to group stop of < 0.3 km Gr. 1-3 > 0.8 km Gr. 4-8 > 1.6 km Gr. 9-12 > 2.6 km
Care/Treatment/Correctional Facilities	As needed	Use of “Special Request” form
Ontario Schools or Residential facilities for exceptional students		The Board will provide resident students transportation to and from their residence and the Provincial or Demonstration Schools as per the schedule established by the facility.
Summer School Programs (if offered)		The Board may provide transportation for summer school. In the northern areas the student must reside more than 1.6 km from the school. This is dependent on the demand and number of students.

The Board’s transportation plan always considers what is best for the individual student. Accommodations and adjustments are made on an “as needed” basis.

Buses will pick up and drop off registered students at their permanent place of residence on a serviced public road or on an access route maintained by publicly funded services.

The Transportation Policy can be accessed through the Board’s website: www.dsb1.ca



Safety

All buses must be certified as school buses and meet the Federal and Provincial requirements and regulations.

Any new safety criteria are incorporated into the tendering process for carriers.

Bus drivers for wheelchair accessible buses are trained in securing of wheelchairs during transit and operation of the lifts for entry and exit.

Bus monitors are placed on buses for some high-needs students, by written request to the Superintendent of Education (specifying documented needs and time frames).

Alternative arrangements to a school bus may be made for health, safety, behavioural issues by completing a "Request for Special School Bus Transportation" form.

The Board is supporting carriers in offering the initial training for school bus drivers in anaphylaxis, First Aid, CPR, fire extinguishers, and epi-pens.

Provincial Schools

Students attending the Provincial and Demonstration Schools are provided with transportation to these schools via air and ground providers and escorts as required. Transportation arrangements are made by the Board transportation officers in consultation with the Special Education Department and Families. See Provincial School Section of the Board for further information.

Section 18 – Special Education Advisory Committee (SEAC)

COMMUNITY AGENCY & ASSOCIATIONS	
HOLLY CASTELLANI, MPed., BCBA Cochrane Timiskaming Resource Centre Psychometrist 6 Tweedsmuir Road P.O. Box 144 Kirkland Lake, ON P2N 1H9 1 (705) 567-5379 ext.446 (work) (705) 568-8190 (fax) hcastellani@ctrc.on.ca	SHELLEY CHARETTE INDIGINOUS REPRESENTATIVE TIMISKAMING FIRST NATION 24 AV. ALGONQUIN #3B0, NOTRE-DAME-DU-NORD, QUEBEC J0Z 3B0 (819) 723-2335 Education.director@atfn.ca
SHANNON COSTELLO DIRECTOR OF CHILDREN'S SERVICES COCHRANE DISTRICT SERVICES ADMINISTRATION BOARD 500 ALGONQUIN BLVD E TIMMINS, ON P47 1B7 (705) 268-7722 SHANNON.COSTELLO@CDSB.CARE	LORETTE MCKNIGHT METIS NATION ONTARIO 347 SPRUCE ST S TIMMINS, ON P4N 1M6 (705) 264-3939 LORETTEMCKNIGHT@LIVE.CA
PARENT REPRESENTATIVES	
CHRISTINE HEAVENS (CHAIR) PO Box 715 Schumacher, ON P0N 1G0 (705) 288-5271 (home) (705) 235-3211 Ext 2139 (work) heavensc@cdssab.on.ca	
TRUSTEE REPRESENTATIVES	
DENNIS DRAVES - NORTH (705) 272-9457 dennis.draves@dsb1.ca	CRYSTAL HEWEY - CENTRAL (705) 266-4490 crystal.hewey@dsb1.ca
LARRY WIWCHAR - SOUTH (705) 648-3364 larry.wiwchar@dsb1.ca	ROSEMARY POCHOPSKY - ALTERNATE (705) 568-7321 rosemary.pochopsky@dsb1.ca

Special Education Advisory Committee meetings are held at 12:00 p.m. on Microsoft Teams. For further information please call 705-360-1151.

The Special Education Advisory Committee has participated in the following during the 2024-2025 school year:

- Hearing Screenings Presentation was made by Billie Doucette, Teacher of the Hard of the Hearing, Marjo Luomala and Leanne Nielsen, Clinical Audiologists.
- Presentation of the DSB1 Mental Health & Well-being Strategy for 2024-2027
- Presentation and overview of the 2023-2024 Budget Consultation Survey Results, by Lisa Edwards, Superintendent of Business and Finance.
- Jordan's Principle Presentation by Lee-Ann Wearing, District Special Education Resource Teacher
- Review and update of Special Education Board Plan 2023-2024.

Communication of SEAC Information to Parents

- a) Meetings of the Special Education Advisory Committee are open to the public and are advertised in August in all area newspapers and on the Board's website www.dsb1.ca. The date, time, and location of each meeting of the upcoming school year are given. Any changes are posted on our website.
- b) Official minutes of the Special Education Advisory Committee are recorded and presented to the public at the monthly Board Meeting.
- c) A public non-affiliate representative sits on the Special Education Advisory Committee.
- d) A contact list of Special Education Advisory members as the Board's support exists with the Special Education Plan and is available to staff to assist parental inquiries.

Special Education Advisory Committee Meetings Schedule - 2025-2026

September 10, 2025
 October 8, 2025
 November 5, 2025
 December 3, 2025
 January 14, 2026
 February 4, 2026
 March 4, 2026
 April 8, 2026
 May 6, 2026
 June 3, 2026

Section 19 – Co-ordination of Services with Other Ministries and Agencies

The transition of students with special needs into and from Board programs requires advance planning, co-ordination and communication. The Superintendent of Special Education is responsible for overseeing these transition processes and ensures that school and central Special Education support staff work together with families and community agencies. A successful transition is very important in maximizing the educational opportunities for a student. For all areas of dialogue and sharing of information, family consent for release of information is obtained in advance of any communication.

Pre-School/Nursery/Day Care Programs

- Families share information at registration.
- School holds case conference considering assessments and reports.
- School staff may visit student at preschool setting.
-

Pre-School/Deaf/Blind

- Families currently supported by provincial school staff share information at registration.
- Case conference for transition plan to determine student needs for accommodated/modified or alternative program.
- School staff may visit student at preschool setting.

Pre-School Speech Language

- Families present documentation at registration indicating ongoing services, student needs or accommodations (e.g., for environmental use of baffles).

Pre-School/Autism

Families share information at registration.

- School holds case conference to plan for transition including student needs, program requirements, supports required, on-going agency supports (e.g., IBI), training requirements.

Care/Treatment/Correctional

- Case conference in advance of school entry (if possible) to determine student needs, program placements, support requirements, personalized equipment, accommodations, transportation.

Entry from other Boards

- Family consent for liaison between receiving school principal and Special Education staff, with the sending school personnel and external agency supports, including release of documentation.

Students leaving Board

- With family and/or student consent, conferencing to share information key for placement and programming needs.

NOTE: Each individual student presents with specific considerations at a varying degree of severity. The personnel involved and the depth of pre-placement conferencing will be determined by the severity of considerations and the complexity of the issues that need to be addressed in sharing critical information.

Section 20 – Submission and Availability of School Board Plans

Further to the April 2014 Ministry directive, the Special Education Board Plan has been updated, amended, and reviewed, in consultation with SEAC. The completed Ministry checklist was forwarded to the Ministry of Education local district office by the July 31st deadline. The Special Education Board Plan will continue to be posted on the Board's website for public access, with the updated version available in September 2024. The website address is www.dsb1.ca

A reference copy of the complete document is available:

In the Director's office in Timmins.

In the Superintendents' offices in Timmins and New Liskeard.

In the Chair's office in Timmins.

Copies are available to the public by calling the office of the Superintendent of Special Education at 1-705-360-1151 or 1-800-381-7280, Extension 17642.



Section 21 - Appendices



- Appendix A** – Specialized Health Support Services List
- Appendix B** – Request for Special Bus Transportation
- Appendix C** – Information Regarding the Special Needs for Kindergarten Students New to the Board
- Appendix D** – Special Education Guide for Parents and Students
- Appendix E** – Local and Provincial Schools
- Appendix F** – Sample (test) Individual Education Plan from the IEP Engine
- Appendix G** – Accessibility Chart
- Appendix H** – Special Education Acronyms

APPENDIX A

Specialized Health Support Services List

Specialized Health Support Service	Agency or position of person who performs the service (e.g., Home and Community Care Support Services North East, Board staff, families, students)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Home and Community Care Support Services North East	Medical Report	NELHIN Case Manager	Case File Review	Interagency Case Conference
Occupational Therapy	Inspire Centre	As per agency mandate	Case Manager	Case File Review	Interagency Case Conference
Physiotherapy	Inspire Centre	As per agency mandate	Case Manager	Case File Review	Interagency Case Conference
Nutrition	Families/Student Health Unit, Home and Community Care Support Services North East	Medical Report/Families/Self-Referral	Principal/Coordinator Case Conference	Case File Review	Interagency Case Conference
Speech and language therapy	Inspire Centre, CTRC, School staff	Agency mandate and assessment	Case Manger	Case File Review	Case Conference – school/family/agency
Language Services SLP (Board Contact)	Therapy Path, Bright Spot	Agency mandate and assessment	Case Manager	Case File Review	Interagency Case Conference
Administering of prescribed medications	Principal or designate, Home and Community Care Support Services North East	Signed consent and medical verification	Medical Doctor	Case file Review/ Medical Notification	Case Conference - school/family/doctor
Catheterization	Home and Community Care Support Services North East - may train staff/EAs/student to monitor	Medical Documentation	NELHIN Case Manager, Principal	Case File Review	Interagency Case Conference
Suctioning	Home and Community Care Support Services North East	Medical Report	NELHIN Case Manager	Case File Review	Interagency Case Conference
Lifting and positioning	Inspiration Centre, School staff	As per professional report	Agency Case Manager	Case File Review	Interagency Case Conference
Assistance with mobility	CNIB, Inspire Centre, School staff	As per agency mandate and assessment	Agency Case Manager	Case File Review	Interagency Case Conference
Feeding	Inspire Centre	As per professional report	Case Manager	Case File Review	Interagency Case Conference
Toileting	Inspire Centre, CTRC, School staff	As per assessment report	Case Manager	Case File Review	Interagency Case Conference

CNIB – Canadian National Institute for the Blind (www.cnib.ca)

PHU - Northern Public Health (www.porcupinehu.on.ca)

CTRC – Cochrane Temiskaming Resource Centre (www.ctrc.on.ca)

THU – Timiskaming Health Unit (www.timiskaminghu.com)

Inspire Centre – Inspire Centre www.inspirecentreforlearning.com

Request for Special School Bus Transportation

Transportation Request

INSTRUCTIONS: To be completed by parent/guardian and returned to the school administration office. Please allow for a delay of five business days (or 10 business days in September) from date of receipt for the requested change to come into effect.

District --Select--	School [Select]	Grade [Select]
Student Last Name [Text]	Student First Name [Text]	Gender --Select--
Student ID [Text]	Alternate ID [Text]	Birth Date [Text]

Section I – Request Type

- ☐ Medical
 ☐ Hazard
- ☐ Out of Bounds
 ☐ Out of District
- ☐ More secure bus stop
 ☐ Courtesy seating
- ☐ Other (specify below)

Start Date

Section II – Reason for Request

Section III – Student Information

Home Address:

House/Apt. number [Text]	Street name [Text]	Suffix [Text]	City/Town [Text]	Postal/Zip Code [Text]
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Telephone (home) [Text]	Telephone (mother / guardian) [Text]	Telephone (father / guardian) [Text]
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Morning Pickup Address:

☐ Same as home address (see above) If address is different, please complete the section below:

House/Apt. number [Text]	Street name [Text]	Suffix [Text]	City/Town [Text]	Postal/Zip Code [Text]
------------------------------------	------------------------------	-------------------------	----------------------------	----------------------------------

Contact name [Text]	Contact Phone [Text]	Contact Phone (alternate) [Text]
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Afternoon Drop-off Address:

☐ Same as home address (see above) If address is different, please complete the section below:

House/Apt. number [Text]	Street name [Text]	Suffix [Text]	City/Town [Text]	Postal/Zip Code [Text]
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Contact name [Text]	Contact Phone [Text]	Contact Phone (alternate) [Text]
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Submitted by

I acknowledge that transportation procedures will apply.

Last Name [Text]	First Name [Text]	Email [Text]	Submit
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Information Regarding the Special Needs of Kindergarten Students New to the Board

Child's Name:		M ☐ F ☐	Date of Birth:	
Surname / First		Y M D		
Parents/Guardian:		Telephone:		
Address:		(Bus.):		
Postal Code:				
School Registering at:		For School Year:		

Description of student's special needs (please be specific):

Is your child currently receiving any therapy/treatment/agency support? Yes ☐ No ☐

List agency:

Is your child currently receiving resource support in a preschool program they are attending?

Yes ☐ No ☐

If so, where?

Does medication need to be administered during school hours? Yes ☐ No ☐

Other pertinent medical information (e.g. trach/tube feeding/asthma/allergies and degree of risk):

Will your child require special assistance with Self Care?

- toileting	Yes ☐	No ☐
- dressing	Yes ☐	No ☐
- eating/drinking	Yes ☐	No ☐

If yes, describe:

Special Equipment/Devices Required – e.g., wheelchair/walker:

“This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations.

The information is collected for education purposes and is within the guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989.”

Special Education Guide for Parents and Students

**Principal Note: Copy of completed form to be forwarded to:
Jody Pecore, Special Education Administrator and Vice-Principal**



The Education Act requires that School Boards provide Special Education programs and services for the “exceptional” students. This guide has been designed to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a student as exceptional, determining the student’s placement, or appealing such decisions if you do not agree with the IPRC. If, after reading this guide, you require more information, please contact the principal of your child’s school or visit our website. If you wish to receive this guide in Braille, large print, or audio format, please contact the principal of your child’s school. When used in this guide, the word “parent” includes guardian and other family caregivers.



District School Board Ontario North East believes that:

- Every student is a valued and welcomed member of our learning community.
- All children and youth have unique strengths, and can succeed given the necessary support, services and programming.
- All students should be educated in an environment of learning which will assist in developing their maximum, individual potential.
- It is a continuous pursuit to develop and implement the programs and services that will both address the needs of the learner and reflect the beliefs of the Board.

Our VISION: Empowering all learners to achieve personal excellence

Our MISSION: Together, we inspire innovation and a passion for learning.

Our PRIORITIES:

**EQUITY
INNOVATION
CULTURE**

What is an IPRC?

Regulation 181/98 requires that all School Boards set up Identification, Placement, and Review Committees (IPRCs). An IPRC is composed of at least three people, appointed by the Board, one of whom must be a principal or supervisory officer of the Board.

What is the function of an IPRC?

An IPRC will:

- Decide whether your child should be identified as exceptional.
- Identify the areas of your child's exceptionality (according to the categories and definitions provided by the Ministry of Education and Training).
- Decide an appropriate placement for your child; and
- Review the identification and placement at least once in each school year, unless waived by the family.

Who is identified as an exceptional student?

The Education Act defines an exceptional student as “a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to benefit from placement in a Special Education program”. Students are identified according to the categories and definitions provided by the Ministry of Education. A copy of these can be provided by the principal of your child's school.

What is a Special Education program?

A Special Education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of Special Education services that meet the needs of the student and include a range of placement options.

What are Special Education services?

Special Education services are the resources, including support staff and equipment required for development and implementation of the Special Education program.

A student does NOT have to be formally identified by the IPRC process to benefit from Special Education programs and/or services.

What is an IEP?

An IEP is an Individual Education Plan developed for your child in consultation with parents and the student, (where the student is 16 years of age or older).

It must include:

- A description of the student's strengths and needs and specific educational expectations.
- An outline of the Special Education program and services that will be received.
- A statement about the methods by which your child's progress will be reviewed; and
- A transition plan that includes the specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.

The IEP must be completed within 30 school days after placement in a program as determined by the IPRC. The IEP will be placed in the student's Ontario School Record (OSR) and parents will receive a copy. An IEP may be developed for students who are receiving Special Education supports and services but have not been formally identified as exceptional. For more information on the IEP, please refer to the Special Education in Ontario Policy and Resource Guide. (2017)

How can parents be involved in developing their child's IEP?

Parents can assist with the development of the IEP by:

- Participating in the IEP process.
- Advocating for their child's best interests.
- Providing information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community.
- Reinforcing and extending the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home; and
- Maintaining open communication with the school.

How is an IPRC meeting requested?

The principal of your child's school:

- Must convene an IPRC meeting for your child, within 15 days of receiving your written request.
- May (with written notice to you) refer your child to an IPRC when the principal and the child's teacher (or teachers) believe that your child may benefit from a Special Education program.

Can parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils (16 years of age and older):

- To be present at and participate in all committee discussions about your child; and
- To be present when the committee's identification and placement decision is made.

Who else may attend the IPRC meeting?

- Other resource people such as your child's teacher, Special Education staff, Board support staff, or the representative of an agency, who may provide further information or clarification.
- Any person you may wish to speak on your behalf or support you and your child; and
- An interpreter if one is required. (You may request the services of an interpreter through the principal of your child's school.)
- Students aged 16 and over, or by invitation of parents if younger.

At least 10 days in advance of the meeting, the Chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend. Parents or the principal of the student's school may make a request for the attendance of others at the IPRC meeting. As a courtesy, the Chair of the IPRC should be notified in advance of any representative or additional resource personnel invited to attend. Before the IPRC meeting occurs, you will receive a written

copy of any information about your child that the Chair of the IPRC has received. This may include the results of assessments and a summary of information.

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- Contact the school principal to arrange an alternative date or time; or
- Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding Special Education programs and services.

What happens at an IPRC meeting?

The Chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about your child:

- Consider any reports that have been received by a professional.
- Consider (subject to the provisions of the Health Care Consent Act, 1996) health or psychological assessments of your child conducted by a qualified practitioner if the committee feels that such an assessment is required to make a correct identification or placement decision.
- Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- Identify the student's strengths and areas of need.

The committee may discuss any proposal for Special Education services for the child. The committee members will discuss any such proposal at your request (or at the request of your child if the child is 16 years of age or older). Parents are encouraged to ask questions and join in the discussion. Following the discussion, after all information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a Special Education class, it must consider whether placement in a regular class with appropriate Special Education services will:

- Meet your child's needs; and
- Be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preference, the committee will decide in favor of placement in a regular class with appropriate Special Education services. If the committee decides that your child should be placed in a Special Education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRC's written Statement of Decision include?

The IPRC's written Statement of Decision will state:

- Whether the IPRC has identified your child as exceptional.
- Where the IPRC has identified your child as exceptional, the following information:
 - The categories and definitions of any exceptionalities identified as defined by the Ministry of Education.

- The IPRC's description of your child's strengths and needs.
- The IPRC's placement decision; and
- The IPRC's recommendations regarding a Special Education program and Special Education services.
- Where the IPRC has decided that your child should be placed in a Special Education class, the reasons for that decision.

What happens after the IPRC has made its decision?

If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification, placement and decisions made by the IPRC.

If the IPRC has identified your child as an exceptional student, and if you have agreed with the IPRC identification and placement decisions, the Board will promptly notify the principal of the school at which the Special Education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Once a child has been placed in a Special Education program, can the placement be reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the Special Education program is being provided receives written notice from you, the parent, dispensing with the annual review. You may request an IPRC review meeting any time after your child has been in a Special Education program for 3 months.

What does the IPRC Review consider and decide?

With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information. The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?

If you do not agree with either the identification or placement decision made by the IPRC, you may:

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns, or
- Within 30 days of receipt of the decision, file a written Notice of Appeal with the secretary of District School Board Ontario North East, P.O. Box 1020, Timmins, ON P4N 7H7.

If you do not agree with the decision after the second meeting, you may file a Notice of Appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision but you do not appeal it, the Board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to Secretary of District School Board Ontario North East, P.O. Box 1020, Timmins, ON P4N 7H7

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear your appeal. The Appeal Board will be composed of three people (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after the Chair has been selected (unless parents and Board both provide written consent to a later date).
- The Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child if he or she is 16 years or older, are entitled to be present at, and to participate in, all discussions.
- The Appeal Board must make its recommendation within 3 days of the meeting. It may:
 - Agree with the IPRC and recommend that the decision be implemented; or
 - Disagree with the IPRC and make a recommendation to the Board about your child's identification, placement, or both.
- The Appeal Board will report its recommendations, in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the Appeal Board recommendation).

- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the Appeal Board's decision.

Appeal Action

Within 30 days of receiving the Appeal Board's written statement, the Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the Appeal Board recommendation).

You may accept the decision of the School Board or may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.



What is the Ministry's Provincial Demonstration Schools?

The Ministry operates Provincial and Demonstration Schools throughout Ontario for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

SCHOOL FOR THE BLIND AND DEAF-BLIND W. ROSS MACDONALD SCHOOL 350 Brant Avenue Brantford, ON N3T 3J9 Tel: (519) 759-0730 or 1 (866) 618-9092 Home - W. Ross Macdonald School for the Blind (pdsbnet.ca)	SCHOOL FOR THE DEAF, BLIND, AND DEAF-BLIND French-language Provincial School for the Deaf and Demonstration School for students with severe learning disabilities CENTRE JULES-LÉGER 281 Lanark Avenue Ottawa, ON K1Z 6R Tel: (613) 761-9300 or 1 (866) 390-3670 Accueil - Consortium Centre Jules-Léger (ccjl.ca)
SCHOOLS FOR THE DEAF THE ERNEST C. DRURY SCHOOL FOR THE DEAF 255 Ontario Street, South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 TTY: (905) 878-7195 Home - Ernest C. Drury School for the Deaf (pdsbnet.ca) THE ROBARTS SCHOOL FOR THE DEAF 1515 Cheapside St London, Ontario N5V 3N9 Tel: 519-453-4400 TTY: 519-453-4400 Home - Robarts School for the Deaf (pdsbnet.ca) THE SIR JAMES WHITNEY SCHOOL FOR THE DEAF 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2823 or 1 (800) 501-6240 TTY: (613) 967-2823 Home - Sir James Whitney School for the Deaf (pdsbnet.ca)	PROVINCIAL DEMONSTRATION SCHOOLS The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. AMETHYST DEMONSTRATION SCHOOL 1515 Cheapside St London, Ontario N5Y 3N9 Tel: (519) 453-4400 Home - Amethyst Demonstration School (pdsbnet.ca) SAGONASKA DEMONSTRATION SCHOOL 350 Dundas Street, West Belleville, Ontario K8P 1B2 Tel: (613) 967-2830 Home - Sagonaska Demonstration School (pdsbnet.ca) TRILLIUM SCHOOL 255 Ontario Street, South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 TTY : (905) 878-7195 Home - Trillium Demonstration School (pdsbnet.ca)

What organizations are available to assist parents?

The Ministry and local associations are available to assist parents who have questions or require additional information to support their child with special needs.

Autism Ontario www.autismontario.com	Canadian Foundation for Physically Disabled Persons www.cfpdp.com
Canadian Hearing Society of Ontario	Canadian National Institute for the Blind

www.chs.ca	www.cnib.ca
Cochrane Timiskaming Children's Treatment Center www.ctctc.org	Cochrane Temiskaming Resource Centre www.ctrc.on.ca
Community Living Timmins www.communitylivingtimmins.com	Developmental Services Ontario www.dsontario.ca
Down Syndrome Association of Ontario www.dsao.ca	HANDS The Family Help Network www.thefamilyhelpnetwork.ca
Kunuwanimano Child & Family Services https://kunuwanimano.com	Learning Disabilities Association of Ontario www.ldao.ca
North East Community Care Access Centre www.healthcareathome.ca	North Eastern Ontario Family and Children's Services www.neofacs.org
One Kids Place www.onekidsplace.ca	Porcupine Health Unit http://www.porcupinehu.on.ca
Timiskaming Health Unit www.timiskaminghu.com	Tourette Canada www.tourette.ca
VOICE For Children Who Are Deaf and Hard of Hearing www.voicefordeafkids.com	

Where can parents/guardians obtain additional information?

Additional information can be obtained by contacting:

- Your school principal, or
- Superintendent of Special Education,
District School Board Ontario North East,
153 Croatia Avenue
Schumacher, ON P0N 1G0
(705) 360-1151 or 1 (800) 381-7280

Local and Provincial Schools

APPENDIX E

LOCAL SCHOOLS	PHONE NUMBER	FAX NUMBER
Bertha Shaw Public School	705-360-8052	705-360-8053
Central Public School	705-567-4030	
Clayton Brown Public School	705-362-4591	705-362-7392
Cochrane Public School	705-272-3246	705-272-2713
Diamond Jubilee Public School	705-335-2811	705-335-6489
Ecole Secondaire Cochrane High School	705-272-4372	705-272-4384
Elk Lake Public School	705-678-2229	705-678-2388
Englehart High School	705-544-2337	705-544-8577
Englehart Public School	705-544-2345	705-544-2018
Federal Public School	705-567-5288	705-567-5289
F.W. Schumacher Residence	705-360-7230	
Golden Avenue Public School	705-360-8054	705-235-3260
Hearst High School	705-362-4591	705-362-7392
Iroquois Falls Public School	705-232-6651	705-232-6516
Iroquois Falls Secondary School – Elementary and Secondary (7-12)	705-258-3921	705-258-3431
Joseph H. Kennedy Public School	705-273-2324	705-273-2530
Kapuskasing District High School	705-335-6164	705-335-8899
Kerns Public School	705-647-0225	705-647-0226
Kirkland Lake District Composite School - Elementary and Secondary (7-12)	705-567-4981	705-568-8829
Monteith Education Center	705-232-4092	
New Liskeard Public School	705-647-7341	705-647-9608
Pinecrest Public School	705-264-7972	705-264-7778
Programs in Alternative & Continuing Education (P.A.C.E.)	705-360-8058	705-268-3055
QUEST Classroom	705-647-0179	
R. Ross Beattie Senior Public School	705-264-9438	705-264-4466
Roland Michener Secondary School – Elementary and Secondary (7-12)	705-360-8056	705-360-8057
Schumacher Public School	705-360-1780	705-267-5285
Smooth Rock Falls Public School	705-338-2755	705-338-2992
Temagami Public School	705-569-3450	705-569-2863
Timiskaming District Secondary School (7-12)	705-647-7336	705-647-9260
Timmins Centennial Public School	705-264-8282	705-264-8283
Timmins High & Vocational School	705-360-1411	705-268-6603
W. Earle Miller Public School	705-268-5555	705-268-9201

Sample (test) Individual Education Plan

from the IEP Engine

APPENDIX F


153 Croatia Ave, Schumacher Box 1020 Timmins, ON P4N 7H7

IEP
REASON FOR DEVELOPING THE IEP

- ☐ Student Identified as Exceptional by IPRC
 ☒ Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

STUDENT PROFILE

Name _____ Date of Birth: _____
 Student OEN: _____
 School _____ IEP Completion: _____
 Principal _____ Grade Level _____ Term _____ School Year: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality _____
 Placement : _____ Program _____

ASSESSMENT DATA

Listed below are the relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

Relevant Medical Conditions
☐ Yes (list below)
 ☒ No

Health Support Services/Personal Support Required
☐ Yes (indicate type below)
 ☒ No

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Courses are identified as Accommodated only (AC), Modified (MOD), or Alternative (ALT).

☐ AC ☐ MOD ☐ ALT

☐ AC ☐ MOD ☐ ALT

Program Exemptions or School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☒ No

Educational Rationale

For secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

Reporting Format

☐ Provincial Report Card

☐ Alternative Report

Reporting Dates:

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☒ No

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Courses are identified as Accommodated only (AC), Modified (MOD), or Alternative (ALT).

☐ AC ☐ MOD ☐ ALT

☐ AC ☐ MOD ☐ ALT

Program Exemptions or School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☒ No

Educational Rationale

For secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

Reporting Format

☐ Provincial Report Card

☐ Alternative Report

Reporting Dates:

Transition Plan

Actions Required at This Time: ☐ Yes ☒ No Transition Support is required at this time.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Initiation Date	Frequency or Intensity	Location

IEP DEVELOPMENT TEAM

Staff Member	Role

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

- ☐ IPRC Statement of Decision
 ☐ Parents/Guardians
 ☐ Previous IEP
☐ Provincial Report Card
 ☐ Student
☐ Other sources (list below)

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM

- ☐ 1) First day of attendance in new special education program
☐ 2) First day of the new school year or semester in which the student is continuing in a placement
☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase (within 30 school days following the Date of Placement):

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Principal's Signature

Date

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Name _____ Grade Level _____ Homeroom: _____

Date	Staff	Type	Reason	Description of Activity	Feedback / Outcome

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

I was consulted in the development of this IEP

☐ Parent / Guardian

☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent / Guardian

☐ Student

I have received a copy of this IEP

☐ Parent / Guardian

☐ Student

Parent / Guardian and Student Comments:

 Parent / Guardian Signature

 Date

 Student Signature (if 16 or older)

 Date

Y = Yes N = No N/A = Not applicable
* = location not optimal ** = under construction

Special Education Acronyms

APPENDIX H

ABA	Applied Behaviour Analysis
ABAS	Adaptive Behaviour Assessment System
ABLLS - R	Assessment of Basic Learning and Language Skills – Revised
ADHD	Attention Deficit Hyperactivity Disorder
AFLS	Assessment of Functional Living Skills
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BAC	Behaviour and Autism Consultant
BCBA	Board Certified Behaviour Analyst
CAPD	Central Auditory Processing Disorder
CD	Conduct Disorder
CHS	Canadian Hearing Society
CMHA	Canadian Mental Health Association
CNIB	Canadian National Institute for the Blind
CPI	Crisis Prevention Intervention
CTCTC	Note-Now called Inspire Centre
CTRC	Cochrane Timiskaming Resource Centre
CYW	Child and Youth Worker
DD	Developmental Disability
DSERT	District Special Education Resource Teacher
DSM V	Diagnostic and Statistical Manual V
DSW	Developmental Services Worker
DSW	District Social Worker
EA	Educational Assistant
EQAO	Education Quality and Accountability Office
GAD	Generalized Anxiety Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Individual Placement and Review Committee
ISC	Intensive Service Coordination
LD	Learning Disability
LI	Language Impairment
LDAO	Learning Disability Association of Ontario
MID	Mild Intellectual Disability
NEOFACS	North Eastern Ontario Family and Children's Services
NIEP	Non-identified Individual Education Plan
O.T. /P.T.	Occupational Therapy / Physical Therapy
ODD	Oppositional Defiant Disorder
OKP	One Kids Place
OSR	Ontario Student Record
PHU	Porcupine Health Unit
RSW	Registered Social Worker
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SERT	Special Education Resource Teacher
SIP	Special Incidence Portion
SLP	Speech Language Pathology
THU	Timiskaming Health Unit
TNFC	Timmins Native Friendship Centre
WIAT-III	Wechsler Individual Achievement Test - Third Edition
WRAT5	Wide Range Achievement Test – Fifth Edition
WISC-V	Wechsler Intelligence Scale for Children – Fifth Edition



Vision: We empower all learners to achieve personal excellence.

Schumacher Board Office

153 Croatia Avenue
Schumacher, ON P0N 1G0

(705) 360-1151
1 (800) 381-7280

New Liskeard Board Office

198022 River Road
New Liskeard, ON P0J 1P0

(705) 647-7394
1 (800) 461-8759



**District School Board
Ontario North East**



Mission: Together, we inspire innovation and a passion for learning.



Title	2025-2025 Principal and Vice-Principal Transfers and Placements
Date	June 24, 2025
Presenter	Director Dye
Strategic Priority	Equity & Culture
Background and Information	Additional Principal and Vice-Principal transfers and placements for the 2025-2026 school year are as follows: • Darlene Fiset, promoted to Acting Vice-Principal of Timiskaming District Secondary School • Julie Hutnick-Whitehead, promoted to Acting Vice-Principal at Elk Lake, Kerns and Temagami Public Schools • Kristen Koistinen, New Liskeard Public School • Emma Dagenais, promoted to Acting Vice-Principal of Diamond Jubilee Public School and Smooth Rock Falls Public School. • Tina McLeod, transferred from Principal of Cochrane Public School to Principal of Iroquois Falls Public School. • Rodger Mineault, transferred from Principal of Iroquois Falls Public School to Principal of Joseph H. Kennedy Public School. • Erin Van Clief, transferred from Principal of Joseph H. Kennedy Public School to Principal of Cochrane Public School.
Recommendation	THAT the Board receive the 2025-2026 Principal and Vice-Principal Transfers and Placements

District School Board Ontario North East



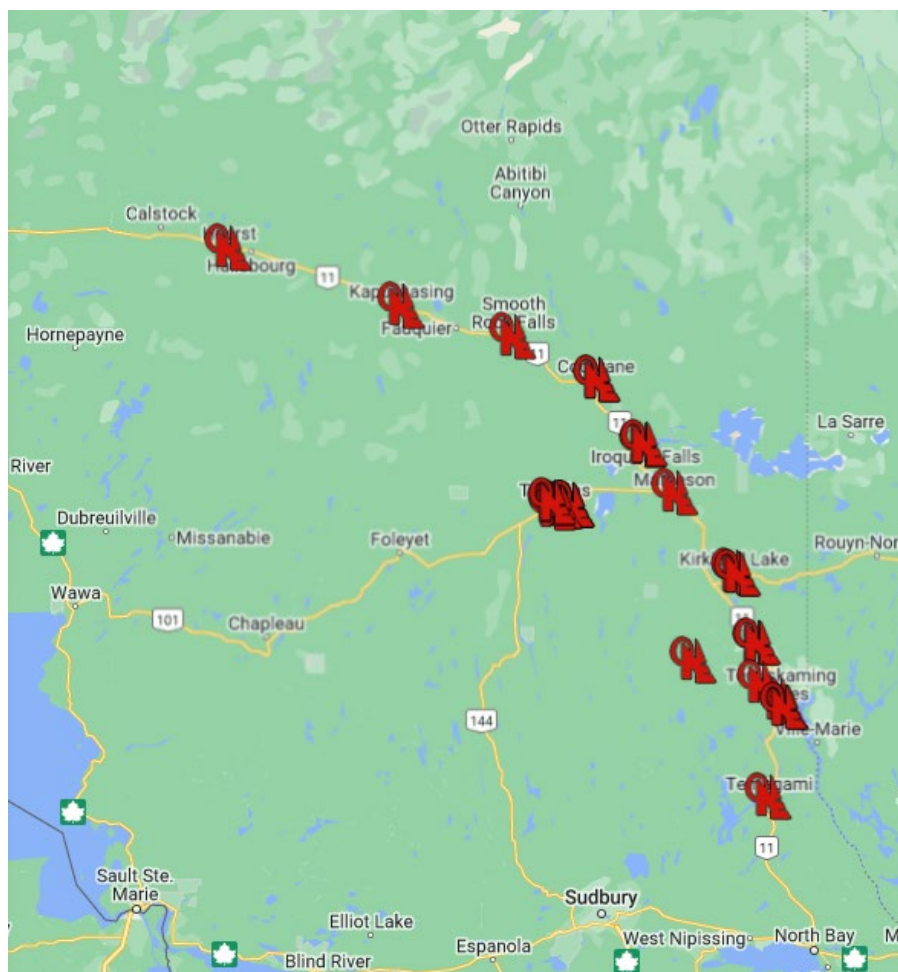
2025-2026 Budget



June 2025

About Us

District School Board Ontario North East serves over 7,100 students in 25 elementary schools and 10 secondary schools, from Hearst to Temagami.



Vision

Preparing our learners for their future success.

Mission

Providing meaningful growth opportunities.

Land Acknowledgement

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree, Algonquin peoples and the Métis who have chosen to settle in this area.



2025-2029 STRATEGIC PLAN

2025-2026 Budget

Vision - Preparing our learners for their future success

Mission - Providing meaningful growth opportunities

Achieve

Uphold high expectations in diverse learning and working environments.

Learning Environment - Pathways - Learning Opportunities

Belong

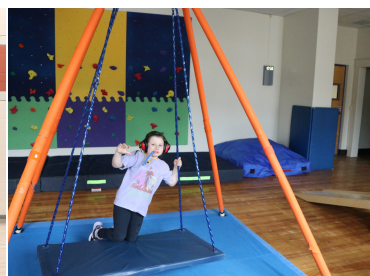
Build inclusive communities where all feel supported and valued.

Well-Being - Inclusive Community - Recognition and Voice

Create

Foster collaboration, innovation, and skill development in all learners.

Innovative Practices - Critical Thinking - Future-Ready Skills



Executive Summary

District School Board Ontario North East's Administrative Council is proud to present the balanced, 2025-2026 Budget. This budget has been prepared in alignment with our Strategic Plan.

The budget process begins with the planning stage in January. During this time, Administrative Council schedules dates for various deadlines throughout the process.

In January a budget consultation survey is posted to our website for 2 weeks.

In March, schools collect enrolment data and prepare enrolment projections for each school. Staffing is the next component to be determined, followed by cost reviews and projections for each portfolio.

The following pages detail the information that was collected throughout the budget process.

In May 2025, the Ministry of Education released the Core Education Funding (Core Ed.), for budget preparation. In addition, the Responsive Education Programs and Funding for External Partners was released.

A summary of the Core Ed. Funding, an overview of revenues and expenses, a summary of capital allocations, as well as a more detailed list of expenses have been included.



Trustees and Administration

Trustees

Cindy Pye-Reasbeck	Chair
Jonathan Byer	Vice-Chair
Howard Archibald	Indigenous Trustee
Douglas Walsh	Trustee – Zone A
Larry Wiwchar	Trustee – Zone A
Rosemary Pochopsky	Trustee – Zone C
Crystal Hewey	Trustee – Zone D
Bob Brush	Trustee – Zone D
Steve Meunier	Trustee-Zone D
Brian Peever	Trustee – Zone E
Dennis Draves	Trustee – Zone G
Andrew Cull	Student Trustee
Sawsan Alahmed	Student Trustee
Summer Nickoshie	Indigenous Student Trustee

Administration

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business
Al McLean	Superintendent of Education
Chad Mowbray	Superintendent of Education
Steve Pladzyk	Superintendent of Education

Assumptions and Limitations

The budget has been developed using enrolment projections for the 2025-2026 school year.

Ministry funding is based on the 2025-2026 Core Education Funding (Core Ed).

School Boards also receive funding support from the Responsive Education Programs (REP).

Salaries and benefits are based on projected costs, with considerations for collective agreements that have been negotiated.



Enrolment Projections for 2025-2026

	2025-26 Budget	2024-25 Budget	Variance
Elementary	4,361	4,306	55
Secondary	2,819	2,815	4
TOTAL	7,180	7,121	59



Facilities

Elementary Schools	25
Secondary Schools	10
Administration	2
Total	37



Staffing

Teachers	
Elementary	316.6
Secondary	220.2
Educational Assistants	208.0
Early Childhood Educators	19.0
Principals & Vice Principals	46.0
Indigenous Student Advisors	16.0
Attendance Councillors	3.0
Personal Support Workers	4.0
Social Workers	7.0
Child and Youth Workers	15.0
Secretaries	
Elementary	23.8
Secondary	19.5
Information Services Technicians & Office Clerks	24.5
Custodial & Maintenance Staff	121.0
Monitors	16.1
Non-Union	
10-month	3.0
Senior Admin	5.0
Non-Union	27.0
Trustees	11.0
Total	1105.7



Responsive Education Programs (REP)

Program Name	Amount
Cooperative Education Supports for Students with Disabilities Pilot	69,000
Critical Physical Security Infrastructure	59,300
Early Reading Enhancements: Reading Screening Tools	39,800
Entrepreneurship Education Pilot Projects	20,000
Experiential Professional Learning for Guidance Teacher-Counsellors	23,100
Health Resources, Training and Supports	7,800
Indigenous Graduation Coach Program	282,800
Learn and Work Bursary	20,000
Licenses and Supports for Reading Programs and Interventions	118,500
Math Achievement Action Plan: Board Math Leads	166,600
Math Achievement Action Plan: Digital Math Tools	51,800
Math Achievement Action Plan: School Math Facilitators	785,100
Mental Health Strategy Supports- Emerging Needs	7,900
Reading: Education Staff to Support Reading Interventions	320,200
Special Education Additional Qualifications (AQ) Subsidy for Educators	8,400
Special Education Needs Transition Navigators	61,300
Summer Learning for Students with Special Education Needs	91,200
Summer Mental Health Supports	116,300
Transportation & Stability Supports for Children and Youth in Care	2,400
	<u>2,262,500</u>



Grant Summary

	2025-26 Budget	2024-25 Revised Estimates *	Variance
CORE EDUCATION FUNDING PILLARS			
Classroom Staffing Fund	59,230,816	62,999,368	(3,768,552)
Learning Resources Fund	25,095,374	25,620,907	(525,533)
Special Education Fund	24,000,925	23,073,517	927,408
School Facilities Fund	15,004,358	14,862,110	142,248
Student Transportation Fund	10,467,619	10,247,049	220,570
School Board Administration Fund	5,426,706	4,546,611	880,095
	139,225,798	141,349,562	(2,123,764)
Capital Allocation	18,877,078	18,265,210	611,868
Total Allocation	158,102,876	159,614,772	(1,511,896)



Overview

	2025-26 Budget	2024-25 Budget	Variance
Revenues			
Provincial Legislative Grants	120,261,312	111,274,101	8,987,211
Provincial Grants - Other		4,466,823	(4,466,823)
Education Property Tax	18,071,812	17,018,033	1,053,779
School Generated Funds Revenues	2,469,877	2,094,798	375,079
First Nations Tuitions	2,078,096	2,119,444	(41,348)
Total Other Fees and Revenues from School Boards	523,022	655,678	(132,656)
Fees and Revenues from Other Sources	766,636	5,793,189	(5,026,553)
Amortization of DCC related to Provincial Legislative Grant	18,733,671	14,785,640	3,948,031
Total Revenue Category	162,904,426	158,207,706	4,696,720
Expenses			
Total Instruction Expenses	107,137,787	105,267,549	1,870,238
Total Administration Expenses	5,693,546	5,179,143	514,403
Total Transportation Expenses	11,895,658	9,691,683	2,203,975
Total Pupil Accommodation Expenses	35,244,917	29,946,876	5,298,041
Total School Generated Funds Expenses	2,270,376	2,094,798	175,578
Other Expenses	651,786	6,020,866	(5,369,080)
Total Expense Category	162,894,070	158,200,915	4,693,155
			-
Annual Surplus (Deficit)	10,356	6,791	3,565



Capital Allocation

School Operations Allocation	12,213,821
School Renewal Allocation	3,185,045
Minor Tangible Capital Assets	3,478,212
School Facilities Fund (SFF)	18,877,078



Expenses

	2025-26 Budget	2024-25 Projected	2024-25 Budget	Variance to 2024-25
Operating Expenses				
Instruction				
Classroom Teachers	63,167,695	61,477,616	58,083,341	5,084,354
Supply Staff	3,356,009	3,274,182	1,719,291	1,636,718
Teacher Assistants	9,025,596	7,521,947	7,767,409	1,258,187
Early Childhood Educators	1,427,808	1,275,737	1,330,152	97,656
Textbooks & Supplies	8,635,947	9,232,087	10,626,341	(1,990,394)
Computers	693,749	263,749	638,421	55,328
Professionals & Para-professionals	5,994,493	5,754,493	6,063,407	(68,914)
Library & Guidance	207,654	4,345	2,043,451	(1,835,797)
Staff Development	688,989	648,988	546,802	142,187
Department Heads	338,458	298,458	252,279	86,179
Principals & Vice Principals	5,564,340	5,264,340	6,076,330	(511,990)
School Office	3,249,875	3,195,410	3,249,705	170
Coordinators & Consultants	4,715,569	4,749,169	3,481,300	1,234,269
Continuing Education	71,605	64,674	390,656	(319,051)
Amortization & Write Downs - ARO			3,475,230	
Total Instruction	107,137,787	103,025,195	105,744,115	1,393,672
Administration				
Trustees	309,856	269,856	354,580	(44,724)
Directors and Supervisory Officers	1,026,008	943,007	533,681	492,327
Board Administration	4,357,682	4,485,684	3,814,316	543,366
Board Admin & Governance	5,693,546	5,698,547	4,702,577	990,969
Transportation	11,895,658	11,845,008	9,691,683	2,203,975
Pupil Accommodation	35,244,917	34,230,814	29,946,876	5,298,041
Other	2,922,162	8,625,917	8,115,664	(5,193,502)
Total Expenses	162,894,070	163,425,480	158,200,915	4,693,155



Conclusion

District School Board Ontario North East's budget for the 2025-2026 school year is balanced.

The budget supports our Strategic Plan, in the following ways:

Achieve: Uphold high expectations in diverse learning and working environments.

- Increasing opportunities for students to engage in technological and skilled trade programs through staffing and equipment investments.
- Offering meaningful staff professional learning that support students, including keynote speakers, workshops and conferences.

Belong: Build inclusive communities where all feel supported and valued.

- Investing in special education programming, staff, and equipment.
- Supporting students who identify as Indigenous through additional staffing and physical spaces.

Create: Foster collaboration, innovation and skill development in all learners.

- Creating welcoming physical spaces in all schools.
- Providing students with supports to access opportunities that meet their needs and interests.



Definitions – Terms

Assumptions: Expected revenues and expenses based on current data.

Projected Costs: Costs estimated, based on current year's costs.

Provincial Legislative Grants: Sources of revenue for boards, based on enrollment and demographic criteria.

Education Property Tax: The portion of municipal taxes that support education.

School Generated Funds: Funds raised by schools through fundraising or other initiatives, used to fund school activities, such as field trips.

Other Fees and Revenues from School Boards: Includes revenue from other boards related to transportation and consortium revenue.

Fees and Revenues from Other Sources: Includes revenues from Community Use of Schools

Instruction Expenses: Includes staff, staff development, supplies and services and fees and contract services.

Administration Expenses: Includes Trustees and board office staff.

Transportation Expenses: Includes bus operator costs, as well as department costs.

Pupil Accommodation Expenses: This includes costs for custodial and maintenance staff, utilities and contractor costs related to our facilities.

Other Expenses: Includes school generated funds expenses and write downs on capital assets.

Surplus: Surplus is the total unspent revenue allocation that will go to accumulated surplus if not used during the budget year.

Deficit: Deficit is the overspend for the year that will have to be covered with funds that were put in accumulated surplus in prior years.

School Condition Improvement (SCI): Can be used to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle (foundations, roofs, windows, plumbing and heating).

Minor Tangible Capital Assets: Smaller assets, such as furniture and classroom equipment.

School Renewal Allocation (SRA): Can be used to revitalize and renew aged building systems and components, can be program and accessibility related (ramps, elevators).



Title	2025-2029 Strategic Plan Monitoring Plan
Date	June 24, 2025
Presenter	Director Dye
Strategic Priority	Innovation
Background and Information	We have created a monitoring plan to support the Board of Trustee's governance responsibility of overseeing the development and implementation of the Strategic Plan. The 2025-2029 Strategic Plan monitoring will include both verbal presentations and written reports, as informed by Trustee input. These updates will provide Trustees with the data and insights needed to assess impact, ask critical questions, and continue guiding the system forward. Monitoring and Reporting Schedule: In the 2025–2026 school year, we will provide updates at four key points: • November 4, 2025: Progress update on goals • February 3, 2026: Mid-year progress update on goals and actions • April 7, 2026: Progress update on goals • September 2026: Year-end summary on goals and actions Each presentation will be accompanied by a brief written report for Trustee reference. Reports will continue to include a combination of quantitative and qualitative data. This blended approach ensures a comprehensive view of both progress and lived experiences across the system.
Recommendation	THAT the Board receive the 2025-2029 Strategic Plan Monitoring Plan.