



REGULAR BOARD MEETING AGENDA

Tuesday, June 11, 2024

EDUCATION CENTRE

Closed 5:30 P.M. - Public 7:00 P.M.

PUBLIC

A. PROCEDURAL ITEMS

- I. Roll call
- II. Land Acknowledgement: Read by: Marie Murphy Foran
- III. Approval of Agenda
- IV. Conflict of Interest

V. Education Topic and/or Delegation

	Superintendent
1. Overview of 2023-2024 International Trips Guests: Staff and Students	Supts.
2. Celebrating Student Voice: ADSB Senate and NIYC	J.M.

VI. System Information

	Superintendent
1. Overview of Summer Learning Opportunities	Supts.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

1. Regular Board Meeting Minutes from 2024 05 28

Minutes to be Received by the Board:

1. SEAC Meeting Minutes from 2024 04 23

VIII. Student Trustees' Report

- ☐ Student Trustees
- ☐ OPSBA
- ☐ Parent Involvement Committee (PIC)
- ☐ Committee Chairs



REGULAR BOARD MEETING AGENDA

Tuesday, June 11, 2024

EDUCATION CENTRE

Closed 5:30 P.M. - Public 7:00 P.M.

PUBLIC

B. ACTION ITEMS

	Superintendent
1. Committee Appointments OPSBA Director 2024-2025	L.R.
2. Approval of Policy 6.49 Code of Conduct	J.M.
3. Approval of 2024-2025 Budget	J.S.M.
4. Special Education Plan	B.V.
5. Adult & Continuing Education Organization 2024-2025	J.M.
6. Trustee Travel – OPSBA Indigenous Conference	J.S.M.

C. INFORMATION ITEMS

1. 2024-2025 Board Meeting Schedule	L.R.
2. ADSB Quarterly Report – Q3	J.S.M.

FUTURE MEETINGS AND LOCATIONS

2024 09 24	5:30 pm Regular Board Meeting - Closed 7:00 pm Regular Board Meeting - Public
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**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
MINUTES
CLOSED SESSION
2024 05 28
5:30 p.m.
*H.E. CROWDER BOARD ROOM***

The Regular Board Meeting was called to order by Chair Jennifer Sarlo.

- A. (I) Attendance as per attached schedule.

(Resolution #071-2024)

On motion of Trustees Sue Johnson and Nick Apostle it was approved:

That the Board move into Closed Session at 5:40 p.m.

- (II) **Conflict of interest**

N/A

D.1 Action Items

(Resolution #072-2024)

On motion of Trustees Debbie Shamas and Sheryl Evans it was approved:

Action Item D.1 was discussed and approved in Closed Session and moved into Open Session and approved in Open Session as item B.2, Resolution #080-2024 05 28.

D.2 Action Items

(Resolution #073-2024)

On motion of Trustees Susan Myers and Elaine Johnston it was approved:

Action Item D.2 was discussed and approved in Closed Session and moved into Open Session and approved in Open Session as item B.3, Resolution #081-2024 05 28.

Updates given:

- E.1 Negotiations Update
 - E.2 Arbitration and Grievance Update
 - E.3 Personnel/Property/Other Issues
-

(Resolution #074-2024)

On motion of Trustees Nick Apostle and Elaine Johnston it was approved:

That the Board adjourn Closed Session at 6.22 p.m.

Chair



Secretary





ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

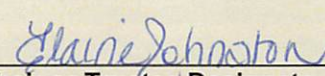
Date of Meeting: **Tuesday, May 28, 2024**

Time of Meeting: **5:30 p.m.**

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	Present			
Greg Bowman	Present			
Sheryl Evans	Present			
Sue Johnson	Present			
Elaine Johnston	Present			
Sara McCleary	Absent			
Marie Murphy-Foran	Present			
Susan Myers	Present			
Jennifer Sarlo	Present			
Debbie Shamas	Present			
Heather Whitley	Present			
Admin. Council				
L. Reece	Present			
J. Santa Maria	Present			
B. Vallee	Present			
J. Maurice	Present			
M. Bell	Present			
F. Palumbo	Present			
B. Servant	Present			
Others				


 Vice Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
MINUTES
OPEN SESSION
2024 05 28
7:00 p.m.
*H.E. CROWDER BOARD ROOM***

The Regular Board Meeting was called to order by Chair Jennifer Sarlo.

A. (I) Roll Call

Attendance as per attached schedule.

(Resolution #075-2024)

On motion of Trustees Debbie Shamas and Sue Johnson it was approved:

That the Board move into Open Session at 7:06 p.m.

(II) Land Acknowledgement – Read by Vice Chair Elaine Johnston

(III) Approval of Agenda

(Resolution #076-2024)

On motion of Trustees Elaine Johnston and Susan Myers it was approved:

That the Agenda dated 2024 05 28 be approved.

(IV) Conflict of interest

N/A

A. (V) Education Topic and/or Delegation

1. Update on Experiential Learning/STEM in ADSB
Guests: Technology & Data Coordinator - Mike Poluck, Teacher: Kyle Dugas
- Anna McCrea PS
Students: Malek Hassanin, Gwen Tchir, Shrey Patel

J.S.M

(VI) System Information

1. Overview of Welcome to Kindergarten in ADSB
2. Discussion of Policy 6.49 Board Code of Conduct

B.S.

J.M

(Resolution #077-2024)

On motion of Trustees Sheryl Evans and Nick Apostle it was approved:

A. (VII) Approval of Minutes from Previous Meetings**Minutes to be Approved by the Board:**

1. Regular Board Meeting Minutes of 2024 04 28.
2. Committee of the Whole Board Meeting Minutes of 2024 05 14.

(VII) Minutes to be Received by the Board.
N/A

A. Reports from Committee Chairs, OPSBA Items**(VIII) Reports:**

- ☐ Student Trustees
 - ☐ OPSBA
 - ☐ Parent Involvement Committee
 - ☐ Committee Chairs: Audit Committee, Budget & Operations
-

(Resolution #078-2024)

On the motion of Trustees Susan Myers and Sue Johnson it was approved:

B.1 TRUSTEE TRAVEL – 2024 OPSBA AGM, Canadian School Boards Association (CSBA) Congress & National Trustee Gathering on Indigenous Education

1.4.0 Proposed Resolution

1.3.1 That approval be granted for up to 11 Trustees to attend the 2024 OPSBA AGM, CSBA Congress & National Trustee Gathering on Indigenous Education being held at the Westin Harbour Castle in Toronto, ON, from July 3 to 5, 2024.

J.S.M

(Resolution #079-2024)

On the motion of Trustees Debbie Shamas and Sheryl Evans it was approved:

B.2 *Acton Item D.1 was discussed and approved in Closed Session Resolution Number 072-2024 05 28 and moved into Open Session.*

(Resolution #080-2024)

On the motion of Trustees Susan Myers and Elaine Johnston it was approved:

B.3 *Acton Item D.2 was discussed and approved in Closed Session Resolution Number 073-2024 05 28 and moved into Open Session.*

C. INFORMATION ITEMS

N/A

FUTURE MEETINGS AND LOCATIONS

2024 06 11 5:30 PM Regular Board - Closed Meeting
7:00 PM Regular Board - Open Meeting

(Resolution #081-2024)

On the motion of Trustees Nick Apostle and Debbie Shamas it was approved:

That the Board move to adjourn the Public Meeting at 9:07 pm.

Chair 

Secretary 



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, May 28, 2024**

Time of Meeting: **7:00 p.m.**

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	Present			
Greg Bowman	Present			
Sheryl Evans	Present			
Sue Johnson	Present			
Elaine Johnston	Present			
Sara McCleary	Absent			
Marie Murphy-Foran	Present			
Susan Myers	Present			
Jennifer Sarlo	Present			
Debbie Shamas	Present			
Heather Whitley	Present			
Student Trustees				
Casey Bouvier	Addy (Guest) Present			Casey Absent.
Andrew Vair	Present			
Desirae Schell-Migwans	Present			
Admin. Council				
L. Reece	Present			
J. Santa Maria	Present			
B. Vallee	Present			
J. Maurice	Present			
M. Bell	Present			
F. Palumbo	Present			
B. Servant	Present			
Others				
L. Aceti	Present			
F. Walsh	Present			
Media				
Brian Kelly	Present			
Jarren Taylor	Present			

Vice Elaine Johnston
Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

**MINUTES OF MEETING
April 23, 2024, 2024
DT Walkom/Teams
12:00 Start Time**

Present: P. Mick (Member-At-Large), M. Tuomi, (Autism Ontario), A. Gauthier (Thrive Child Development Centre), M. Barbeau (Community Living Algoma), S. Kitts (North Shore Tribal Council)

Trustees: S. Evans (Trustee), H. Whitley (Trustee)

Staff: B. Vallee (Superintendent), C. Phillips (Recording Secretary), K. Viita (System Administrator)

Regrets: Velma Simon (Member-at-Large), Clinton Snider (Algoma Family Services)

Meeting called to order following our reflection. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the hybrid meeting.

1. Welcome

2. Round Table - Introduction of members, staff, and guests.

3. Approval of Agenda and Minutes

- Approval of Agenda. Moved by A Gauthier. Seconded by S. Kitts. All in favour.
- Approval of Minutes (March 2024). Moved by M. Barbeau. Seconded by M. Tuomi. All in favour.

4. Correspondence:

- **Rainy River District School Board** re: Staffing and funding issues. Northern school boards are experiencing the highest shortages.
- **Dufferin-Peel Catholic District School Board** re: recruitment and retention of Educational Assistants. Letter encourages the Ministries to support training for candidates to move into the Education Resources Worker profession.
- **Grand Erie District School Board**- endorsing the concerns outlined in a letter from November 22, 2023, from the Thames Valley District School Board, agreeing that there is a need for expanded partnership among education, community and health services.

- **TVDSB-** Mental Health Partnerships, as outlined above.

5. Presentation/Discussion: **Noah Vucsics, Paralympic Athlete**

Trustee Whitley introduced our virtual guest speaker - Noah Vucsics. Noah spoke passionately about his experiences with schooling, his journey to become a Paralympic Athlete, and next steps in his quest for a gold medal at the Paralympic Games. Noah's message is that everyone has a gift and can inspire others, you just need to find your gift and passion! SEAC Members asked questions about whether Noah felt it was a disadvantage to be placed in a specialized class, any potential barriers that he faced at school, and what he thought schools can do to help support students.

6. Member Organization Updates

S. Kitts (North Shore Tribal Council)

- Attended conference in Toronto in March, including several workshops on Special Education.
- Still having a lot of meetings with principals, teachers, parents about students who are struggling with self-regulation and behavior issues.
- Preparations for the Graduation Parade are underway.

A. Gauthier (Thrive Child Development Centre)

- Excited that pet therapy with some of the clients is now an option
- Sad to announce that Lori Lambert, has resigned her position at Thrive to take on a new role at Algoma District School Board.
- Some funding available to hire summer students that will support children at summer camps/activities.

M. Tuomi (Autism Ontario)

- [Celebrate the Spectrum](#) World Autism Day on April 2, 2024, and throughout the month of April. Tool kits for the students. School giving challenges and fly our flag during the month of April.
- [Autism Ontario Scholarship Applications](#) are open! Each year, Autism Ontario awards scholarships to outstanding students entering their first year of a post-secondary program across Ontario. Autism Ontario will be accepting online-only applications for scholarships from April 1, 2024 - April 30, 2024. Successful candidates will be chosen after that date, and all applicants will be notified of the status of their application by June 7, 2024. For more information on how to apply, visit www.autismontario.com/programs-services/adults/awards-and-funding/scholarships.
- The new AFS Wellness Hub, located by the city bus terminal, has helped to provide a safe place for youth to have a safe space to go. On-site services are available to support youth who may be struggling with mental health, addictions or other issues. Broad range of youth coming to use the space.

P. Mick (Member- At-Large)

- Nothing to report this month.

M. Barbeau (Community Living Algoma)

- *Together We're Better* contest submissions closed on February 29, 2024. Congratulations to St Mary's, who was the contest winner.
- Continued work on the Summer Employment Program.
- Community Event being held on May 2 from 6-8 at the Water Tower Inn
- May 9- share your success- socializing.
- May 24th walk
- August BBQ

7. Report from the Board (Trustees)

- Math Talk presentation from students from Mountain View.
- Policy Review – it was a busy month to review policies.

8. Report from Administration (B. Vallee & K. Viita)

- **Transitions Update:** Lori Lambert has joined our team and has taken on lots of the transition work – we are excited to have her. Currently there are about 70 incoming Kindergarten students participating in our Transitions process. We are beginning the next phase of the process which is school-based meetings that take place in the Spring (currently scheduled between May 13th and May 30th). Transition processes (including sharing of student profiles) for students moving from elementary to secondary or intermediate schools has been on-going since February. The process of planning for students that are transitioning to or from specialized programs or classrooms is now underway as well.
- **SERT/SPT Professional Learning:** We hosted a full-day of in-person professional learning for our SERTs on Friday, March 22nd. Our morning included a session on *Meaningful Mathematics Intervention* hosted by Amanda Pykkonen and Debbie Gibbs from our Curriculum Team, as well as a follow-up session on Using Assessments that included case study work on developing programming based on a psychological-educational assessment and a speech-language assessment. During the afternoon, SERTs rotated through a series of breakout sessions on the following topics: *Literacy Intervention Groups*; *IEP Development*, and *Behaviour interventions*. Next full-day session for our SERTs will take place on Friday, April 26th.
- **Shelley Moore Session 4 (March 19th):** To accommodate the session that Shelley had to cancel in February, an additional session was added for April. Accordingly, session four will take place on Wednesday, April 24th and our final session (Session 5) is scheduled May 30th as originally planned.
- **CAT4/Insight Assessment:** The ADSB has historically administered two group tests to our student population on an annual basis. These include **Insight**, a group-administered cognitive abilities test and **CAT-4**, the **Canadian Achievement Test 4th Edition**. These tests are administered by classroom teachers with the support of the Special Education Resource Teacher. The Special Education Department reviews testing results and then discusses with individual schools any test scores which may indicate the need for a referral for further individual assessment. In the spring of 2023, ADSB began testing our cohort of Grade two student each spring (late April) - in previous years the CAT4 and Insight Assessment was conducted with grade three students during a fall testing period. Our schools conducted the assessment beginning the week of April 8th.

9. Next Meeting: May 28th, 2024 (Date changed from May 21st)

10. Motion to adjourn: Moved by S. Kitts. Seconded by M. Tuomi.

Meeting adjourned at 1:15



B.1 Director's Report to The Board

Date: 2024 06 11

Subject: APPOINTMENT of ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA) Director for 2023-2024 and 2024-2025

1.1.0 Background & Information

- 1.1.1 The Ontario Public School Boards' Association (OPSBA) requests that each Board appoint a Director to OPSBA Board of Directors and a Voting Delegate to the Annual General Meeting of OPSBA. Boards are also requested to appoint alternates for these positions. It is the practice of the Board to appoint the same person to both positions. These appointments are for a one-year term.
- 1.1.2 Past practice was to make the appointment and confirm the appointment by resolution, during the Board's Inaugural or Organizational Meeting, as per Policy 2.01 Procedural Bylaws (Section 3.11). However, this year, OPSBA changed its bylaws, such that the position needs to be appointed within 30 days of the Annual General Meeting (AGM) which is typically held in June and such that an additional Voting Delegate is no longer required.
- 1.1.3 As a result of this change, Trustees are being asked to make their appointment, notwithstanding current bylaw language, to enable the director/delegate to be in place for the OPSBA AGM, Canadian School Boards' Association (CSBA) Congress & National Trustee Gathering on Indigenous Education, being held July 3-5, 2024 in Toronto, ON.
- 1.1.4 It is understood that Board Policy 2.01 Procedural Bylaws, will need to be revised early in the 2024-2025 school year, to accommodate this change moving forward, such that future appointments will occur in June of each year.
- 1.1.5 As the Board of Trustees elected Trustee Bowman as our OPSBA Director in December, it is desired to allow Trustee Bowman to continue in this position to fulfill the term, which would now include the 2024-2025 school year.

1.2.0 Recommendation

- 1.2.1 It is recommended that, notwithstanding Section 3.11 of the Board's Procedural Bylaws, that for the remainder of the 2023-2024 school year and for the 2024-2025 school year, the Board confirm the appointment of Trustee Bowman as Director to the OPSBA Board of Directors for the Annual General Meeting of Ontario Public School Boards' Association in 2024 and 2025.

1.3.0 Proposed Resolution

- 1.3.1 That for the remainder of the 2023-2024 school year and for the 2024-2025 school year, the Board confirm the appointment of Trustee Bowman as Director to the OPSBA Board of Directors and for the Annual General Meeting of Ontario Public School Boards' Association in 2024 and 2025.



B. 2 Director's Report to The Board

Date: 2024 06 11

Subject: **APPROVAL OF POLICIES**

2.1.0 Background

2.1.1 As part of our policy review process, the following policies have been reviewed by trustees, administrative council and appropriate Board personnel and are attached as items:

6.49 Board Code of Conduct

2.2.0 Information

2.2.1 The above-mentioned policy has been brought forward and discussed at the Regular Board meeting of 2024 05 28.
The following recommendations reflect the changes discussed and made.

2.3.0 Recommendations

2.3.1 It is recommended as part of the regular review process, that the Board approve the following policy:

6.49 Board Code of Conduct

as outlined in the Director's Report of 2024 06 11.

2.4.0 Proposed Resolution

2.4.1 That the Board approve, as part of the regular review process, the following policy:

6.49 Board Code of Conduct

as outlined in the Director's Report of 2024 06 11.

SECTION 6: OPERATIONS

Policy 6.49: Board Code of Conduct

Supporting Policies

- 4.04 [Progressive Discipline Policy for Employees](#)
- 4.07 [Employee Ethics](#)
- 6.10 [Drug and Alcohol Policy](#)
- 6.13 [Smoking on School Property](#)
- 6.27.01 [Workplace Violence Policy](#)
- 6.36 [Equity and Inclusive Education](#)
- 6.42 [Use of Information Technologies & Resources](#)
- 6.49.01 [Safe Schools Policy](#)
- 6.49.02 [Progressive Discipline Policy for Students Including Suspension and Expulsion](#)
- 6.49.03 [Bullying Prevention and Intervention for Students](#)

Supporting Procedures

Code of Conduct Administrative Procedure
Smudging Procedure

Supporting Protocols and Guidelines

ADSB Acceptable Use Guidelines for Technologies and Resources
[Police and School Protocol](#)

Supporting Templates and Forms

Other Resources

[Bill 13 Accepting Schools Act 2012](#)
[Human Rights Code](#)
[Charter of Rights and Freedoms](#)
[Education Act](#)
[Criminal Code](#)
[Provincial Code of Conduct \(PPM128\)](#)
[Smoke-Free Ontario Act 2017](#)

Approved by Board Resolution #91-2001 06 12
Revised by Board Resolution #094-2014 05 27
Revised by Board Resolution #036-2021 03 30
Revised by Board Resolution #

1.0 Policy Statement

The Algoma District School Board (ADSB) is committed to fostering and maintaining environments of safety, respect, integrity, and equity for its students, staff, and communities. The Board Code of Conduct will assist in attaining our Vision and supporting our Mission and Values Statements. Each school shall have a School Code of Conduct consistent with the expectations and requirements of the Board Code of Conduct, and the [Provincial Code of Conduct](#) (which establishes a foundation for school boards to use in order to help create a positive school climate

that supports the achievement and well-being of all students and respects all human rights) and legislative and Ministry of Education directives.

The provision of a safe environment shall be supported through Provincial, Board and School Codes of Conduct and through the implementation and regular review of effective measures addressing the expectations, rights, and responsibilities of all who are a part of the Board and/or school community. These measures include the provision of appropriate training and support, the establishment of preventive procedures, the provision of appropriate early intervention procedures, and the administration of progressive disciplinary action in accordance with [Education Act](#), [The Criminal Code](#), [Provincial Code of Conduct](#), [Bill 13 Accepting Schools Act 2012](#), Board Policy, and other appropriate legislation, including the Smoke-Free Ontario Act (2017).

2.0 Definitions

School Community Members: School Community is defined as students, parents, guardians, caregivers, all Board staff, trustees, volunteers, **visitors**, contractors, police services, community partners, and community groups who access Board facilities.

Personal Mobile Device: Personal mobile devices include any personal electronic device that can be used to communicate or to access the Internet, such as a cell phone, tablet, laptop or smartwatch.

3.0 Scope

- 3.1 The Code of Conduct applies to all ADSB school community members on school premises or any other Board property for any reason.
- 3.2 The Code of Conduct applies on school grounds, during school or Board-related events or activities (on or off Board property), on Board approved transportation, in a virtual environment (e.g. online, social media), or in any other circumstances that could have an impact on the climate of a school or worksite, or the reputation of the Board.
- 3.3 All members of the ADSB school community shall be informed annually of expectations for their behaviour and conduct, as outlined in both the Board and school Codes of Conduct.
- 3.4 Violation of the school or Board Code of Conduct shall be addressed through other relevant ADSB policies, procedures and provincial legislation.
- 3.5 The Board Code of Conduct will be reviewed at least once every three (3) years.

4.0 Purpose of the Code

The Board Code of Conduct is intended to:

- Set clear standards of behaviour for all persons to support our mission, vision, and values statements.
- Make clear that all members of ADSB and its school communities must be treated with respect and dignity.

- Foster an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- Communicate clearly the expectations and standards of behaviour to all persons.
- Support the use of effective intervention strategies and progressive discipline responses to address behaviours by any persons that are contrary to the Board's standards for respect, responsible citizenship, and physical safety.
- Reinforce that all persons must respect and comply with the Provincial, Board and School Codes of Conduct, in addition to all applicable federal, provincial, and municipal laws.

5.0 Standards of Behaviour

5.1 Respect, Civility and Responsible Citizenship

5.1.1 All members of the ADSB and its school communities must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and comply with all Ministry of Education, school board and school policies and practices;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, in person and online, especially when there is disagreement or difference;
- respect and treat others fairly, regardless of any of the protected grounds under the Ontario Human Rights Code, including age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, receipt of public assistance, sex and/or sexual orientation;
- respect the rights of others and their right to express their identity;
- show proper care and regard for ADSB property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from staff, if necessary, to resolve conflict peacefully;
- refrain from using abusive language or swearing at another person, particularly at a teacher or at another person in a position of authority;
- respect all members of the ADSB and its school communities, especially persons in positions of authority;
- use technology and Internet access appropriately as outlined in *Policy 6.42: Use of Information Technologies and Resources* and the *ADSB Acceptable Use Guidelines for Technologies and Resources*; and
- store personal mobile devices out of view and powered off or set to silent mode during instructional time except under the following circumstances:
 - for education purposes as directed by an educator,
 - for health and medical purposes; and
 - to support special education needs.

5.1.2 Students shall follow the Board's student dress expectations.

5.1.3 The uttering, writing or use of racial or other discriminatory insults or other slurs or epithets by **school community members** (e.g. the n-word, pejorative terms used to describe Indigenous peoples or any other protected grounds under the Ontario Human Rights Code), is not permitted in ADSB learning and working environments, in our learning resources and activities, or during any Board sanctioned trips or activities, including athletic events. This includes music that is played during curricular and extracurricular activities.

All staff and volunteers have an obligation to intervene and respond sensitively if they hear racial or other slurs or epithets uttered or used. When intervening and responding, staff and volunteers will not repeat or use the slur or epithet while addressing or explaining the concern.

5.2 Safety

All ADSB employees and members of school communities must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal drugs;
- commit robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- threaten to, or cause injury to any person with an object;
- be in possession of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs (including prescription drugs which are not prescribed for the person);
 - for students: be in possession of electronic cigarette, tobacco¹ or nicotine products;
- use, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), tobacco¹, electronic cigarettes, illegal drugs or related products;
- provide others with alcohol, illegal drugs, tobacco¹, electronic cigarettes, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) and related products;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or the property of a member of the school community;
- record, take or share non-consensual recordings or photos of members of the school community; and
- disregard public health guidelines or directives.

¹*In accordance with the Smoke-Free Ontario Act, a member of the Indigenous community may carry or use tobacco for traditional cultural purposes.*

This policy shall be administered in conjunction with the *Code of Conduct Administrative Procedure* and other listed relevant policies, procedures and protocols.



B.3 Director's Report to the Board

Date: 2024 06 11

Subject: **APPROVAL OF THE 2024-2025 BUDGET**

3.1.0 Background & Information

3.1.1 The Minister of Education announced the 2024-25 Core Education Funding (Core Ed) on 2024 04 26 and released Memorandum 2024: B05 containing summary budget information, which was accompanied by Ministry Projections of School Board Funding. School Boards also received detailed information related to some funding in addition to Core Ed, formerly called Priorities and Partnership Funds (PPF) which is now termed Responsive Education Programs (REP). The Ministry financial website for grant calculation was accessible to Board financial staff on 2024 04 26.

3.1.2 The Board recognizes the Province of Ontario's goal of a balanced budget and operating within a fiscally responsible environment. The Ministry has advised school boards to be diligent in managing costs during this period of time. The budget includes the continuation of:

- Commitments to supports for Instructional Leadership and the Board's Strategic Priorities (Well Being, Achievement, Equity)
- Supports for Special Education and Mental Health Programming
- Capital Improvements in Schools and upgrade of shop equipment
- English language learners supports
- Elementary student success/ learning resources
- Summer Learning Programs

3.1.3 The following new enhancements are included in 2024-25 through a combination of reallocations of existing budgets and new Ministry funding due to a very positive increased enrolment projection for 2024-25:

- Equity and well-being supports
- Indigenous Graduation Coach resources and technology
- Enhancements to and the promotion of Trades programs
- Program expansion – specialty and academic recovery programs
- Targeted support for students
- Special Education classes, Counsellor resources and re-engagement Coaches
- Upgrades to servers, devices and cybersecurity software
- Food Sustainability & Agriculture Supports

B.3 Director's Report to the Board

Date: 2024 06 11

Subject: **APPROVAL OF THE 2024-2025 BUDGET CONT'D**

3.1.0 Background & Information (cont'd)

- 3.1.4** Senior Board Administration recognizes the need for careful management of public expenditures. Therefore, additional requests have been kept to a minimum for 2024-25 or dealt with through reallocations of budget resources. Staff are now awaiting additional special project funding announcements and September 2024 enrolment figures. This may result in additional enhancements for 2024-25.
- 3.1.5** The government has facilitated a Provincial process with a goal of establishing a framework for Negotiating Collective Agreements for all employee groups.
- 3.1.6** Projections for increased elementary and secondary enrolment have been reflected in funding which correspond to the staff complements and have been reflected in this budget.
- 3.1.7** Administrative Council began meeting in February to discuss budget planning for the forthcoming year.
- 3.1.8** The budget process was approved by trustees at their 2024 02 27 Board meeting.
- 3.1.9** The Operations and Budget Committee met on 2024 06 04 for a budget review that encompassed the Ministry grant projections, current status of budget and expected budget strategies/results. Also discussed were Administrative Council's proposed actions or alternatives and the Committee approved a final version to present to the Board.

232.0 Budget Process

- 3.2.1** The Associate Director of Corporate Services & Operations presented the 2024-25 budget process and strategies to the Special Education Advisory Council (SEAC) on 2024 05 28.
- 3.2.2** Accumulated Surplus projected balances total \$27,027,078 (See Attachment B.3 #7) of which \$8,675,139 is restricted to general capital, school renewal projects and capital projects. The Board has set aside \$1,310,279 in retirement gratuities in respect of past labour contract commitments to offset the amount needed to cover the future liability. The working fund reserve for 2024-25 is estimated at \$17,041,660 (including budget carryover).

B.3 Director's Report to the Board

Date: 2024 06 11

Subject: **APPROVAL OF THE 2024-2025 BUDGET CONT'D**

3.2.0 Budget Process (Cont'd)

3.2.3 Included in the budget recommended for trustees' consideration are the following:

- a) A total revenue and expenditure budget of \$207,869,377.
- b) An in-year deficit of \$(298,082) balanced through use of accumulated surplus.
- c) The special education exhibit indicates a \$229,706 shortfall in funding (see Attachment B.3 #8).

3.2.4 The budget includes special program (REP's) expenditures of \$4,472,685 with related funding.

3.2.5 Attachments B.3 #1 and B.3 #2 provide graphs of revenue sources and classifications of expenditures.

3.2.6 Attachment B.3 #3. #4 and #5 show a summary of new and continued programs or services.

3.2.7 Attachment B.3 #7 shows an analysis and projection of the Accumulated Surplus Fund balances to August 31, 2025 with the approval of the recommended budget.

3.2.8 Attachment B.3 #8 summarizes the costs attributable to Special Education services provided by the Board. Ministry Core Education Funding Guidelines require boards to ensure that all funding for Special Education is directed to Special Education needs and to be used only for future spending in Special Education if revenue is greater than expenditures in any given fiscal year.

B.3 Director's Report to the Board

Date: 2024 06 11

Subject: **APPROVAL OF THE 2024-2025 BUDGET CONT'D**

3.3.0 Recommendation

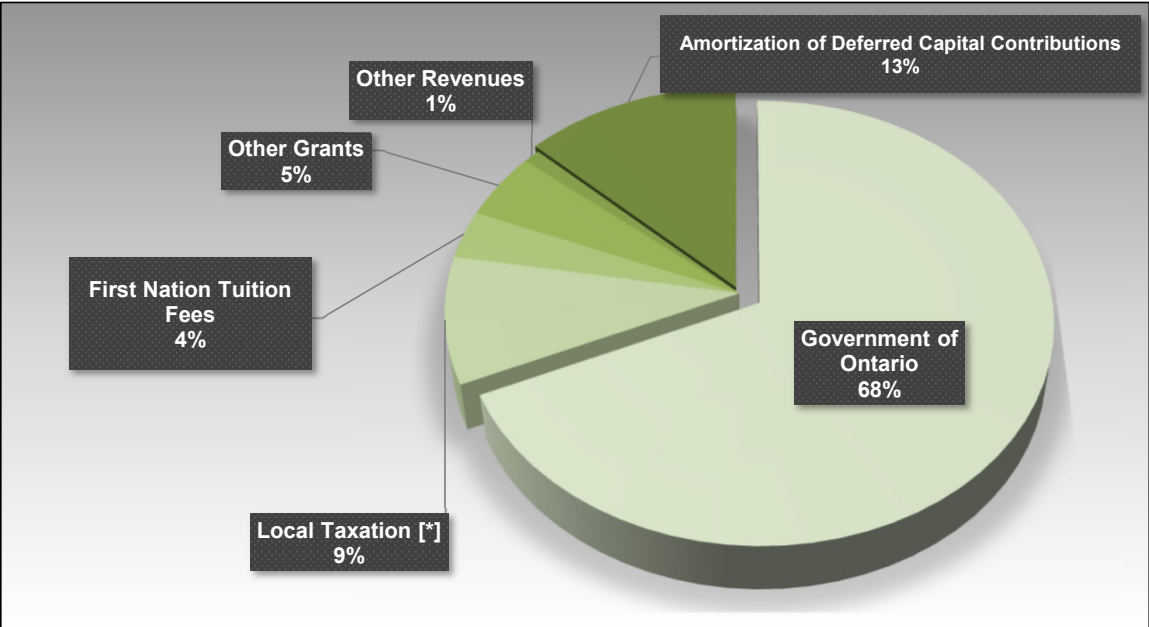
3.3.1 It is recommended that the Board approve a total budget for expenditures and revenue, including transfers to and from reserves, for the 2024-25 budget year in the amount of \$207,869,377 as described in the Director's Report to the Board of 2024 06 11.

3.4.0 Proposed Resolution

3.4.1 That the Board approve a total budget for expenditures and revenue, including transfers to and from reserves, for the 2024-25 budget year in the amount of \$207,869,377 as described in the Director's Report to the Board dated 2024 06 11.



2024-2025 Estimates Revenue

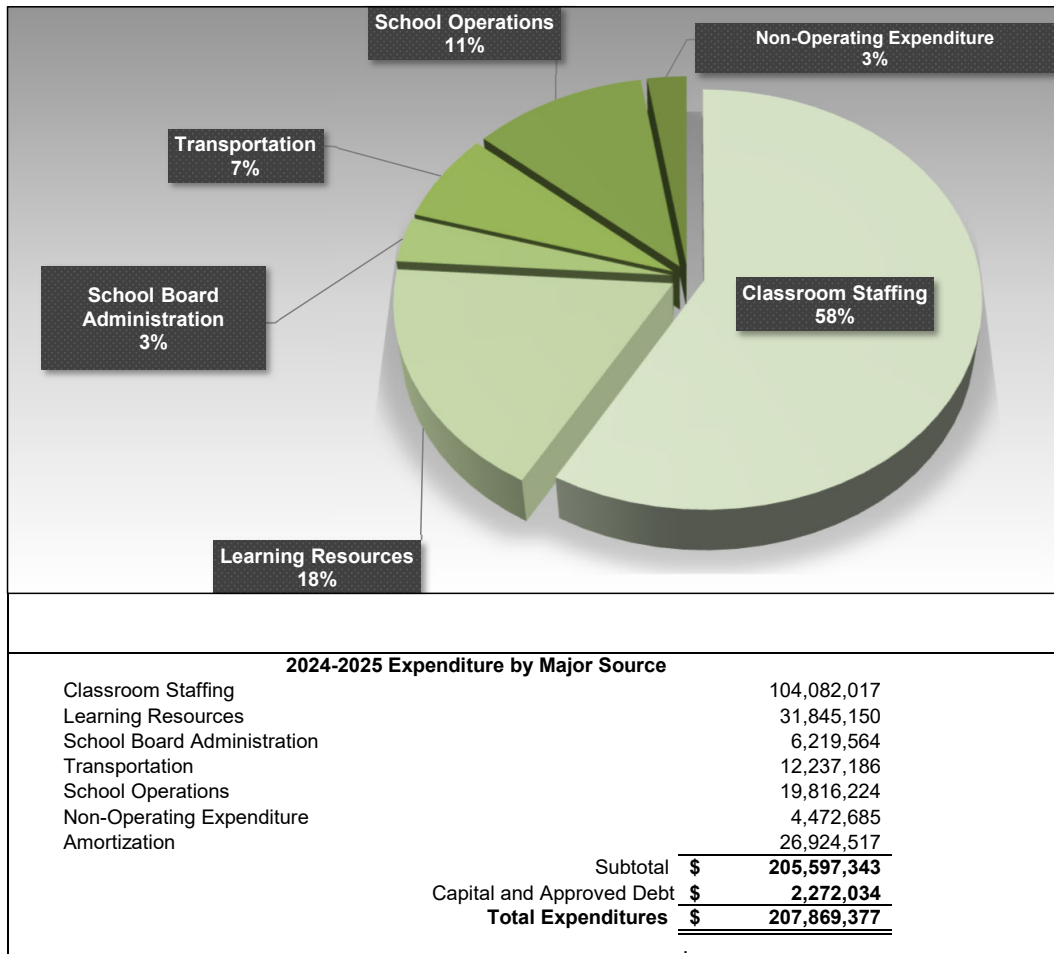


[*] Provincially determined by the Ministry

2024-2025 Revenue by Major Source		
Government of Ontario		140,455,063
Local Taxation [*]		19,046,010
First Nation Tuition Fees		7,156,291
Other Grants		9,931,511
Other Revenues		2,072,084
Amortization of Deferred Capital Contributions		26,638,335
Sub-total	\$	205,299,261
Deficit funded by Accumulated Surplus	\$	298,082
Capital and Approved Debt	\$	2,272,034
Total Revenue	\$	207,869,377



2024-2025 Estimates Expenditures



Note 1 - Classroom Staffing	
Classroom Teachers	86,672,488
Supply Teachers	3,062,314
Teacher Assistants	11,690,773
Early Childhood Educators	2,454,903
Department Heads	201,538
Total Classroom Staffing Fund	\$ 104,082,017

Note 2 - Learning Resources	
Texts & Classroom Supplies/Equipment	4,432,133
Computers	1,517,100
Professionals & Paraprofessionals	5,037,582
Library & Guidance	2,709,188
Professional Development	775,207
Principals and Vice Principals	6,901,092
School Office	3,346,660
Coordinators and Consultants	6,223,290
Continuing Education	902,899
Total Learning Resources	\$ 31,845,150



Summary of 2024-2025 Enhancements to Purchase in 2023-2024

1. Building and grounds improvements for schools (e.g. learning commons, furniture upgrades)
2. Upgrade Information Technology infrastructure (Replenish devices - winbooks & iPads)
3. Information Technology Firewall Upgrades
4. Shop / Tech equipment upgrades
5. Plant Department equipment



Continued Programs and Projects from 2023-2024

1. Support for Instructional Leadership and Board's Strategic Plan (Achievement, Well-Being and Equity)
2. Commitments for Special Education and Mental Health Programs
3. Capital Improvements to Buildings
4. English Language Learner Supports
5. Elementary Student Success/Learning Resources
6. Indigenous Graduation Coach Resources
7. Specialty & Learning Recovery Programs
8. Early Years Resources & Supports
9. Summer Learning Programs



New Expenditures & Enhancements Included in 2024-2025 Budget

1. Equity and well-being supports
2. Indigenous Graduation Coach Resources and Technology
3. Enhancements to and the promotion of Trades programs
4. Program expansion - specialty and academic recovery programs
5. Special Education Classes, Counsellor Resources and Re-engagement Coaches
6. Upgrades to Servers, Devices and Cybersecurity Software
7. Food Sustainability & Agriculture supports



Analysis of Surplus/(Deficit) Balances 2024-2025 Estimates

	Accumulated Surplus/Deficit (A)	Balance at August 31/24 (B)	Increase (Decrease) in Accum. Surplus/Deficit (C)	Balance at August 31/25 (D)
1	INTERNALLY APPROPRIATED			
2	Unrestricted Capital			
3	General Capital	97,301	-	97,301
4	School Renewal (formerly Pupil Accommodation)	552,275	-	552,275
5	Sub-total - Capital	649,576	-	649,576
7	Retirement Gratuities			
8	Retirement Gratuities	1,310,279	-	1,310,279
9	Sub-total Retirement Gratuities	1,310,279	-	1,310,279
10	Working Funds	19,747,634	(3,011,901)	16,735,733
11	Carry-over	305,927		305,927
12	Committed Capital	5,311,744	2,713,819	8,025,563
13	TOTAL INTERNALLY APPROPRIATED	27,325,160	(298,082)	27,027,078

* Opening balances are based on 23-24 Revised Estimates.



2024-2025 Estimates

COMPARISON OF REVENUE VS EXPENSES - SPECIAL EDUCATION ONLY

	Special Education (A)	REVENUE (B)	EXPENSES (C)	SURPLUS (DEFICIT) (D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	10,648,786	10,707,273	(58,487)
2	Supply Teachers	447,254	307,781	139,473
3	Teacher Assistants	11,781,024	11,690,773	90,251
4	Early Childhood Educators	-	-	-
5	Textbooks & Classroom Supplies	584,666	539,913	44,753
6	Computers	-	-	-
7	Profs. & Para-prof	1,408,185	1,807,584	(399,399)
8	Library & Guidance	-	-	-
9	Staff Dev.	17,795	43,000	(25,205)
10	Sub-total	24,887,710	25,096,324	(208,614)
	NON-CLASSROOM			
11	Coordinators/Consultants	901,847	954,736	(52,889)
12	Princ. & VP's	45,737	13,940	31,797
13	Transportation	700,000	700,000	-
14	Sub-total	1,647,584	1,668,676	(21,092)
15	TOTAL BUDGET	26,535,294	26,765,000	(229,706)



B.4 DIRECTOR'S REPORT TO THE BOARD

DATE: 2024 06 11

SUBJECT: **ALGOMA DISTRICT SCHOOL BOARD SPECIAL EDUCATION PLAN FOR 2024-2025**

4.1.0 Background

- 4.1.1 In accordance with Regulation 306 "Special Education Programs and Services" and the policy document entitled "Standards for School Boards' Special Education Plans, 2000, each school board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.
- 4.1.2 Changes have been made to Regulation 306, therefore, School Boards are required to report amendments only.
- 4.1.3 The Special Education Plan must be reviewed by the Special Education Advisory Committee (S.E.A.C.).
- 4.1.4 The Board is also required to post information on the Board website to advise the public on how they may access the plan.

4.2.0 Information

- 4.2.1 The Special Education Plan with amendments has been prepared by the Special Education Department. The Special Education Plan is included as a separate document.
- 4.2.2 The Special Education Plan with proposed amendments was reviewed by S.E.A.C. members on May 28th. Trustee Whitley was in attendance. SEAC members also had the opportunity to provide further input and feedback electronically between May 28th and June 5th.

4.3.0 Recommendation

- 4.3.1 It is recommended that the Board approve the Special Education Plan for 2024–2025 as contained in the Director's Report to the Board of 2024 06 11.

4.4.0 Proposed Resolution

- 4.4.1 That the Board approve the Special Education Plan for 2024-2025 as contained in the Director's Report to the Board of 2024 06 11.

Algoma District School Board Special Education Plan 2024-2025



Confident learners,
caring *citizens*.

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Special Education Plan 2024-2025

The Algoma District School Board proudly educates over 10,000 students across the district. While students' needs are varied and have increased over the past several years, we continue to recognize that the approach to meeting each student's needs must complement and support the vision and goals of the school, the family and the community.

While supporting the inclusion and integration of the exceptional student into the regular classroom is the first choice for many of our families, and always offered by the ADSB, we are able to accommodate families by offering a broad range of special education programs and services to support the unique qualities and diverse needs of individual students.

The 2024-2025 Algoma District School Board Special Education Plan meets the Standards for School Board Plans established under Regulation 306 of the Education Act and establishes programs and services that are consistent with the provincial funding model.

As always, our goal is to provide the programs and services necessary to support our students in becoming ***confident learners and caring citizens!***

Lucia Reece
Director of Education
Algoma District School Board

ADSB Mission, Vision and Values

Mission

Confident learners, caring citizens.



Vision

In partnership with our stakeholders, the Algoma District School Board will create a collaborative learning community where all flourish as confident learners who see themselves as capable, self-directed and open to learning and as caring citizens who value good character and contribute positively to our communities.

Values

We are guided by

- ADSB character traits
- Lifelong learning
- Empathy
- Ethical relationships
- Equity and inclusion
- Accountability

Model for Special Education

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we recognize that some of the families we serve may prefer, when appropriate, to access a specialized classroom or program to enhance the achievement and well-being of their learners. This model of special education program and service delivery provides a seamless approach to serving students with special education needs from entry into Kindergarten through to graduation from the school system.

Our approach to special education is guided by the following principles:

- All students can succeed
- All students have their own unique needs and patterns of learning
- On-going assessment and evaluation are the basis of effective instruction
- Successful instructional practices are founded on evidence-based research, informed by experience
- Programming decisions need to be collaborative and consultative
- A range of programs and services will be available from entry in Kindergarten through graduation
- Inclusion of students into their home school and age-appropriate classroom is the preferred practice
- Fairness is not sameness

The Algoma District School Board Special Education Plan outlines our delivery model for the provision of special education programs and services. This plan complies with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Freedom of Information Act, the Education Act and regulations made under the Act, and other relevant legislation.

Definitions

Exceptional Pupil: The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.”

Special Education Program: A Special Education Program for an exceptional pupil is an *educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meets the needs of the exceptional pupil.*

Special Education Services: Special Education Services are *facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.*

Consultation Process

The Special Education Department consults with stakeholder groups in different ways throughout the school year. Regular meetings are held with parents, service agencies, parents, pre-school services, and the Special Education Advisory Committee (SEAC) to discuss available programs and services.

Special Education Advisory Committee (SEAC)

The Algoma District School Board SEAC meets on a regular basis to share information and provide input regarding programs and services, initiatives, and ongoing professional development related to special education in the ADSB. Input is regularly provided at these monthly meetings to address issues and concerns related to special education locally and provincially.

Each year, the SEAC of the Algoma District School Board has the opportunity to provide input into the development of the Special Education Plan and reviews finance and budgetary information regarding special education programs and services.

There were no minority/majority reports submitted by the Special Education Advisory Committee for the 2023-2024 school year.

Parent(s)/Guardian(s)

Parent(s)/guardian(s) are valued partners in the education of all students. There are many methods available for parents to communicate with ADSB staff about suggestions, information, comments or concerns. These may include:

1. contact with the classroom teacher, Special Education Resource Teacher, Principal, Special Education Department staff, System Administrator for Special Education and/or the Superintendent of Education;
2. contact through community agencies and service providers, including SEAC members;
3. participation in School Councils, the Parent Involvement Committee, and/or other committees (e.g. Well-Being); and
4. case conferences at the school level.

Principals/Vice-Principals

Elementary and Secondary Principals have opportunities to discuss special education programs and services through monthly meetings. Elementary and Secondary Vice-Principals participate in quarterly meetings. Special Education topics and discussions are a regular part of the agenda for these meetings.

Special Education Resource Teachers (SERTs)

SERTs provide input to the Special Education Department through on-going contact with Special Education Department staff, as well as regular meetings with SERTs from other schools. The purpose of these meetings is: to discuss operational issues; to solicit input regarding ways to improve/enhance processes and practices; to provide suggestions with respect to special education programs and services; and to participate in ongoing professional development.

Special Education Classroom/Program Teachers

Teachers of specialized classes and programs meet periodically to discuss programs and services relevant to the needs of their students and participate in ongoing professional development. These meetings often result in recommendations being put forth to the Special Education Department. Due to ongoing staffing pressures (e.g. occasional teacher availability), meetings of Specialized Program Teachers were limited during the 2023-2024 school year.

Student Achievement Plan

Designated staff from the Special Education Department participate in the on-going review and development of the **ADSB Student Achievement Plan** to support alignment with special education programs and services.

Budget Consultation Process

Each year, the Algoma District School Board consults with the SEAC on the special education budget. The SEAC reviews this plan, although there is often limited time between the release of funding information from the Ministry of Education to school boards, deadlines for establishment of the board budget, and review by the SEAC.

Funding issues are a topic of conversation at many SEAC meetings and our members are well-informed about the process. The Algoma District School Board currently spends well beyond the funding provided by the Special Education Grant to support our core needs. This often requires the use of funds from other envelopes to address the shortfall.

During budget discussions, the components of the Special Education Grant are reviewed.

Beginning in the spring of 2024, the Ministry of Education has made changes to the education funding formula. The former Special Education Grant is now known as the Special Education Fund (SEF). The SEF is described as *“Incremental funding to support students who need specialized programs, services, and/or equipment”*.

Components of the updated Special Education Fund now include:

- **SEF-Per Pupil Allocation** (formerly known as the Special Education Per-Pupil Amount)
- **Differentiated Needs Allocation** (formerly known as the Differentiated Special Education Needs Amount)
- **Complex Supports Allocation** (includes amounts formerly known as the Special Incidence Portion Allocation, Education and Community Partnership Program Allocation, and Behaviour Expertise Amount Allocation)
- **Specialized Equipment Allocation**

Roles and Responsibilities in Special Education

(Taken from Appendix A, Standards For School Boards' Special Education Plans)

The Ministry of Education has been redefining roles and responsibilities in elementary and secondary education in legislative and policy framework, funding, school system management and programs and curriculum.

The Ministry of Education Roles and Responsibilities:

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- Requires school boards to report on their expenditures for special education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind or deaf-blind, or who have severe learning disabilities.

The Algoma District School Board Roles and Responsibilities:

- Establishes school Board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;

- Obtains the appropriate funding and reports on the expenditures for special education;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- Reviews the plan annually 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 parents with information about special education programs, services, and procedures;
- Establishes one or more IPRC meetings to identify exceptional pupils and determine appropriate placements for them;
- Establishes a Special Education Advisory Committee;
- Provides professional development to staff on special education.

The Special Education Advisory Committee (SEAC) Roles and Responsibilities:

- 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 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 parents, as requested.

The School Principal Roles and Responsibilities:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies;
- Communicates Ministry of Education and school Board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates Board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional pupils, through an IPRC meeting, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- Consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained;
- Within allotted time frame (30 school days from beginning of the school year).

The Teacher Roles and Responsibilities:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- Follows Board policies and procedures regarding special education;
- Maintains up-to-date knowledge of special education practices;
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in either the regular class or congregated class setting, as outlined in the IEP;
- Communicates the student's progress with reference to the IEP and provides modifications and/or accommodations as appropriate to the program and as necessary;
- Assists in providing educational assessments for exceptional pupils.

The Parent/Guardian Roles and Responsibilities:

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

The Student Roles and Responsibilities:

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- Complies with Board policies and procedures;
- Participates in IPRC meetings, parent-teacher conferences, and other activities as appropriate to age and circumstances.

Identification of Special Needs

The Algoma District School Board has practices in place as part of a continuous assessment and program planning process that may be initiated as a child prepares to enroll in school, or at any point during a child's school career.

The Algoma District School Board supports the Ministry documents, *"Education for All"*, and *"Learning for All"* which have been written to assist teachers in helping all of Ontario's students learn.

Kindergarten Program– Early Identification

This process begins during the registration process and includes a conversation with parents to learn more about their child, including strengths and interests, any concerns that the parent might have about the child's development, and strategies that the school might use to support a successful transition to the Kindergarten program.

For students already identified with special needs prior to kindergarten registration, a more formal transition process is in place. This process includes an initial "awareness" meeting between the Board and the community partner/agency early in the calendar year, followed by a formal transition meeting with school-based personnel in the spring, and a follow-up meeting after beginning school in the fall. Opportunities are also provided for school personnel to visit the child-care setting during the spring months. Further case conferences may be held throughout the year as needed.

Language screening is included as part of the assessment process for Kindergarten students. Students whose profiles suggest specific learning difficulties are referred to the In-School Education Team. Parents are consulted whenever a concern requires classroom or home support.

A Process for Accessing Special Education Programs/Services

The following steps may provide a helpful overview of a process of accessing special education programs and services for a student:

1. **Collaboration Among Home & School:** When a concern is brought forward from the school or to the school, special education begins. Sharing information and developing a collaborative plan between home and school is invaluable in supporting and encouraging a student. This may be all that is needed to remediate learning difficulties.
2. **School-based Consultation:** If it appears that further consultation is required, the teacher may suggest that the In-School Education Team (ISET) discuss the student's needs to help find school-based strategies and interventions that will support the student's learning.

3. **System-based Consultation:** The school may also contact special education department staff to help with assessing needs, offering suggestions and/or strategies for intervention, discussing further assessment options (either informal or formal), and/or recommending specialized consultation with members of the board team or an outside agency.
4. **Individual Education Plan (IEP):** Depending on the circumstances and the assessment data available, the school principal, in consultation with the special education department, may also recommend that a 'non-exceptional' Individual Education Plan (IEP) be put in place for a student. The IEP will outline appropriate programming and services (including accommodations, modifications, and/or alternative programming) that will be provided.
5. **Formal Assessment:** For some students, a formal assessment can help to provide the school with specific information to be used for identification and/or programming. If the student is an appropriate candidate for an assessment to be provided through the school board, the school will follow the ADSB's existing referral process for assessments. In cases where the needs of the student are complex, or in cases where a differentiated diagnosis is required, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for more specialized diagnosis may be most appropriate. Some families prefer to seek assessments from private practitioners. The school can help provide parents/guardians with information on the assessment referral process.
6. **Report Sharing:** Once an assessment has taken place, a report is written to provide the results of the assessment and the information will be shared with parents/guardians. How the report is shared will depend on whether the assessment was conducted through the school board, or through a private practitioner or external agency.
 - a) **Internal Assessments provided through ADSB:** If the assessment was provided through the school board, the results will be shared with the parent(s)/guardian(s) by the assessor and a Special Education Assignment Teacher (SEAT). Once the results have been shared, parent(s)/guardian(s) will need to give permission for the report to be included in the child's *Ontario Student Record (OSR)* folder, which will enable school staff to use the information in the report to ensure appropriate programming and/or services are in place.
 - b) **External Assessments (e.g. Private Practitioner, External Agency):** If parent(s)/guardian(s) have chosen to have a private assessment conducted outside of the school board, or if an assessment through a community agency was most appropriate for a child, the practitioner or agency that conducted the assessment will share the results with parent(s)/guardian(s) directly. Parent(s)/guardian(s) will need to provide a copy of the report to the school to

enable school staff to use the information in the report for programming and/or identification.

- 7) A) Non-Exceptional / IEP Only:** If results of the assessment indicate that a student requires special education programming and/or services but does not meet the criteria for a specific identification, an Individual Education Plan (IEP) may still be recommended in the category of “Non-exceptional” or “IEP only”. If a student already has a Non-Exceptional IEP (see #4) in place, it will be updated with information from the report.

B) IPRC: If the results of the assessment indicate a student profile meets criteria for identification in a specific category of exceptionality (see pg. 7-10) an Identification, Placement, Review Committee (IPRC) meeting will be arranged.

For most students, who will continue to receive programming and services in the regular classroom, the IPRC will take place at the school level.

In some cases, if the student demonstrates an appropriate learning profile and the family is interested in considering these options, placement in a specialized program or specialized classroom may be considered. The IPRC may take place at the system level in these circumstances.

Both identification and placement must be reviewed by an IPRC on a regular basis (at least yearly).

- 8) Iterative Programming:** The Individual Education Plan (IEP) outlines the special education programming and services that a student will receive at school. This includes an outline of special education programs and services, specific educational expectations (if applicable), information about methods to review progress, and a transition plan is formally developed, in consultation with you as the parent, for each reporting period or semester (September – January, February - June).

The In-School Education Team (ISET)

The In-School Education Team assists schools in the early identification of student needs and the early intervention required to address student needs. The ISET is an integral part of the early identification and intervention process.

Each elementary school will have a team composed of the Principal, the Special Education Resource Teacher, and two-three other representatives. The presenting teacher will also attend to discuss student needs and previous strategies or interventions that have been implementing in the classroom.

Additional personnel from the Special Education Department may be invited as resources to the school team.

Following the meeting, recommendations from the ISET will be implemented by the classroom team. It is understood that these recommendations will need to be regularly reviewed and modified as necessary.

Educational and Other Assessments

Classroom Assessment

Classroom teachers are the initial assessors of ALL students - including those with special education needs. The classroom teacher plays a vital role in identifying student needs and providing strategies for effective intervention. By using a wide variety of assessment and evaluation practices, as contained in the *Growing Success* document, classroom teachers are often able to identify student strengths and needs without the need for formal assessment and identification.

Some examples of assessments used by classroom teachers include anecdotal notes, portfolios, journals, work samples, teacher-made tests and use of the Fountas & Pinnell literacy assessment. Classroom assessments generally fall into three categories:

Diagnostic Assessment: This *assessment for learning* occurs before instruction begins so teachers can determine students' readiness to learn and their interests and learning preferences.

Formative Assessment: This *assessment for and as learning* is ongoing during instruction while students gain knowledge and practice skills. Teachers support, model and guide students toward success. Students themselves may take an active role in their learning through self-assessment practices.

Summative Assessment: This *assessment of learning* occurs at or near the end of a period of learning. Student learning is compared to established success criteria, and then communicated to students, parents, teachers and others.

Testing

Group Testing

The ADSB has historically administered two **group** tests to our student population on an annual basis. These include **Insight**, a group-administered cognitive abilities test and **CAT-4**, the **Canadian Achievement Test 4th Edition**. These tests are administered by classroom teachers with the support of the Special Education Resource Teacher. The Special Education Department reviews testing results and then discusses with individual schools any test scores which may indicate the need for a referral for further individual

assessment. In the spring of 2023, ADSB shifted to testing our assessment cohort in the spring of their Grade two year instead of the fall of their Grade three year.

Formal Assessment

Formal assessments may only be administered by an appropriate professional. This type of testing is done only with the written consent of the parents or older student. Confidentiality of these tests is maintained according to the wishes of the parents/guardians. Only after the parents/guardian have given written consent is formal testing included in the O.S.R. Third parties do not have access to student records without the consent of the parent/guardian or legal-aged student. These tests are used to determine the presence of a learning difficulty and to highlight focus areas for program accommodations or modifications.

Types of Formal Assessments

Psychological-Educational Assessment

A **Psychological-Educational Assessment** is a standardized individually administered assessment which provides a measure of cognitive ability (IQ), memory, phonemic awareness, academic functioning, as well as a screen for social/emotional and behavioral concerns. Only a psychologist or a psychological associate may make a diagnosis. Generally, at least some of the following instruments may be used:

- Wechsler Intelligence Scale for Children V
- Wechsler Individual Achievement Test III
- Vineland Adaptive Behaviour Scales
- Wechsler Preschool and Primary Scale of Intelligence – 3
- Child Behaviour Rating Scales (Achenbach)
- Adaptive Behaviour Assessment System
- The Piers-Harris Children's Self-Concept Scale (Piers-Harris 2)
- Beck Anxiety Inventory
- Beck Depression Inventory
- Child Depression Inventory (CDI)
- Multidimensional Anxiety Scale for Children (MASC)
- Conners Rating Scale

In the ADSB, referrals for psychological-educational testing are usually submitted following student participation in the group testing (CAT-4 & Insight) that occurs at the end of grade two. Note: To ensure the most effective use of resources, the ADSB does not generally “re-assess” students.

Intake periods for schools to submit referrals usually occur in December and June of each year.

At present, psychological-educational assessments generally take place within **one-six months** of the intake period during which the referral was approved.

Speech and Language Assessments

For students experiencing difficulties with expressive and/or receptive language, articulation, voice, and/or fluency, a Speech-Language Pathologist (SLP) may complete assessments as deemed necessary. The SLP will make recommendations and/or additional referrals to help meet the speech and language needs of the student.

Speech Language Pathologists may utilize some of the following types of tests:

- C.E.L.F. 5th Edition – Clinical Evaluation of Language Fundamentals
- C.E.L.F.P. 2nd Edition – Clinical Evaluation of Language Fundamentals Preschool
- P.P.V.T 4th Edition - Peabody Picture Vocabulary Test
- T.A.S.P.—Test of Aided Communication Symbol Performance
- W.A.B.C—Wiig Assessment of Basic Concepts

Students are generally referred for Speech-Language Assessment in the primary division (Grades 1-3). **Students are referred for assessment following participation in language development intervention or after consultation with the speech-language pathologist. Assessments are conducted on a “block” schedule throughout the school year.** At present, speech-language assessments occur within approximately one-three months following approval of a referral.

Assessment Referrals to Outside Agencies

In cases where the needs of the student are complex, or in cases where a differentiated diagnosis is required, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for more specialized diagnosis may be most appropriate. Throughout the ongoing assessment process, students, classroom teachers, SERTs, board personnel and/or outside agencies work collaboratively to ensure the ongoing effectiveness of instructional strategies.

Communication of Results

Early and ongoing communication with parent(s)/guardian(s) regarding classroom-based assessments helps improve student learning. As classroom teachers identify the strengths and needs of students, this information should be shared with parents through a variety of strategies (e.g. Edsby, phone calls, conferences or meetings).

In the case of a formal assessment conducted by the ADSB, a meeting will be scheduled to communicate the results of the assessment to the parent(s)/guardian(s). Following

the sharing of the report, consent must be provided for the assessment to be placed in the student's Ontario Student Record.

External Assessments

When assessments are completed by providers external to the ADSB, it is understood that the external provider conducts the assessment and communicates the results directly to the parent(s)/guardian(s). This process usually occurs outside of the school setting, and school board personnel are not usually involved. If requested, the principal may be able to provide space within the school for external provider to communicate results to the parent(s)/guardian(s).

In cases where the parent(s)/guardian(s) wishes to share an external assessment, a written copy of the assessment report must be provided to the school. Assessment data will be reviewed by the Special Education Department to determine the appropriate course of action. In some cases, it may be necessary to request a copy of the raw data from the outside assessor prior to any action being taken.

Privacy of Information

Any release of assessment results to agencies outside of the Board requires written authorization of the parent(s)/guardian(s) in accordance with the *Municipal Freedom of Information Protection of Privacy Act (MFIPPA)* and the *Education Act*.

Completed assessments and recommendations mentioned above are stored in the Documentation File of the Ontario Student Record in accordance with the *Ontario Student Record Guidelines 2000*.

Testing, Consultation and Travel

Our Special Education staff and the psychology team work together consulting and completing assessments. Approximately 178 formal psychological-educational assessments were completed between July 1, 2023 and June 30th, 2024.

During the school year 2023-2024, the Teachers for Deaf/Hard of Hearing and Blind/Low Vision supported students and staff through school visits for equipment repairs and adjustments, program support, student screening reports, and parent and agency contacts.

Presently there are approximately 296 sound field systems and 34 personal FM systems in place for students who are Deaf/Hard of hearing and/or have Central Auditory Processing difficulties. Regular monthly reviews and checks are done to ensure the student needs are being met and to support the classroom teacher.

During the 2023-2024 school year, the ADSB had two Speech and Language Pathologists and 3.5 Communicative Disorders Assistants on staff.

Our SLPs completed 50 assessments, resulting in the identification of 35 Communication – Language Impairment exceptionalities, and 15 of whom received a non-exceptional IEP to ensure programs and services are provided.

In addition, our SLPs completed over 90 ongoing consultations throughout the district. The purpose of the ongoing consultations is to support the achievement and well-being of the student based on his/her individualized profile through collaboration, coaching, capacity building, promotion of effective strategies and facilitation of targeted resources. The Speech-Language Pathologist provides strategies to school staff to support the student's areas of need and assist with appropriate programming.

Our language team also conducted speech and language screens and provided Tier 2 language intervention groups to students:

- 567 language screens completed (K-3)
- 132 students screened and referred to THRIVE for speech services
- 469 students participated in a TIER 2 oral language groups
- 233 oral language groups were conducted
- 1670 discrete sessions
- 3673 discrete sessions per student

Our language team also provided professional development services to Educational Assistants, Early Childhood Educators, and Teachers on topics including:

- Overview of the ADSB Language Team Service Delivery Model
- Developing Oral Language Through Play and Incidental Teaching
- Bringing Words to Life
- Tips for Successful Student Interactions
- Promoting Oral Language Interventions in your Classroom
- How to Read a Speech & Language Assessment
- How to Extract Information from a Speech & Language Assessment to Drive Intervention
- Early Literacy Practices

Special Education Exceptionalities

At present, approximately 29% of students (approx. 3100 students) in the Algoma District School Board receive special education programs and services as outlined in an *Individual Education Plan*.

The chart below outlines the categories of exceptionality and the specific identifications within each category.

Exceptionality	Definition
Category: Non-Exceptional	
IEP Only	Students who require special education programs and services to address their learning needs but do not meet the criteria for identification in a specific category listed below are “non-exceptional”. Accommodations, modifications, and/or alternative programming are provided to these students as outlined in their Individual Education Plan
Category: Communication	
Learning Disability	One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; • results in a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing, memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

	• may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. Board criteria: Assessment by a qualified practitioner that indicates at least average Verbal and/or Non Verbal ability, a reported processing deficit, and a clinically statistically significant discrepancy between average ability and academic achievement.
Autism	A severe learning disorder that is characterized by: a) disturbances in - rate of educational development; - ability to relate to the environment; - mobility; - perception, speech, and language; b) lack of the representational-symbolic behaviour that precedes language. Board Criteria: Diagnosis by a qualified professional (M.D., reg'd. psychologist).
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: a) involve one or more of the form, content, and function of language in communication; b) include one or more of the following: - language delay; - dysfluency; - voice and articulation development which may or may not be organically or functionally based. Board criteria: Assessment by a Speech Language Pathologist indicating a moderate to severe expressive and/or receptive language delay.

Deaf & Hard of Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound. Board Criteria: Diagnosis by a qualified professional (audiologist, M.D.), which indicates a sensory neural loss that adversely affects educational performance.
Speech	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: Assessment by a Speech Language Pathologist indicating a severe speech impairment.
Category: Intellectual	
Mild Intellectual Disability	A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support. Board criteria: This is NOT a diagnosis but is a Ministry of Education identification. Assessment would include a cognitive measure of intelligence that falls at or below the first (1st) percentile with no significant delays in adaptive functioning.
Developmental Disability	A severe learning disorder characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; c) a limited potential for academic learning, independent social adjustment, and economic self-support. Board criteria: Formal diagnosis by a registered psychologist or M.D. according to the DSM V. Assessment would include a cognitive measure of intelligence that falls at or below the first (1st) percentile as well as significant delays in adaptive functioning.
Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

	Board criteria: A score at or above the ninety-eighth (98 th) percentile or greater on the WPPSI – III / WISC V as indicated in a psychological assessment.
Category: Behaviour	
Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) 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), including the use of objective measures of behaviour (e.g. multiple scales demonstrating T scores greater than seventy on measures such as aggression, delinquency, hyperactivity, impulsivity, etc.) resulting in a diagnosis of a disorder.
Category: Physical	
Physical	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level. Board criteria: Medical diagnosis (M.D.) of a severe physical condition which affects mobility and/or motor skills and which will require special assistance in learning situations at school.
Blind & Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Category: Multiple	
Multiple	A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities. Board Criteria: A combination of three or more exceptionalities including severe physical limitations. Refer to other appropriate exceptionalities.

Exceptionality Statistics 2023-2024 (as of May 1st, 2024)

Learning Disability	Autism	Language/ Speech	Deaf & Hard Of Hearing	Mild Intellectual Delay	Developmental Disability	Gifted
785	508	184/2	15	105	54	6
Behaviour	Physical	Blind & Low-Vision	Multiple	Total IPRC	Total IEP Only	Total IEP
485	26	7	18	2195	882	3077

Identification, Placement, Review Committee (IPRC)

An Identification, Placement, Review Committee (IPRC) decides whether a student should be identified as exceptional, identifies the areas of the student's exceptionality according to the categories and definitions of exceptionalities provided by the Ministry of Education, determines an appropriate placement for the student; and reviews the identification and placement at least once in each school year.

IPRCs in the ADSB

Regulation 181/98 requires that all school boards establish at least one Identification, Placement and Review Committee (IPRC). The ADSB utilizes school-level IPRCs to consider regular class placements within the school, and/or system-level IPRCs that consider placements in specialized classrooms or programs.

The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the IPRC meeting and may request that the IPRC discuss potential programs that would meet the student's needs.

Before considering the option of placing a student in a special education class, the committee must first consider whether placement in a regular class, with appropriate special education programs and services, would meet the student's needs and be consistent with the parent's preferences. Where placement in a special education class is deemed most appropriate, the IPRC must provide written reasons for its decision.

Convening an IPRC Meeting

An IPRC meeting may be convened in one of two ways.

1. **Upon receiving a written request from a student's parent(s)/guardian(s), the Principal of the school must refer the student to an IPRC.** This usually occurs when a parent has received professional documentation from an outside professional, which, in discussion with the school, is found to be compatible with the Board guidelines for identification.
- 2) **The Principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC.** This usually occurs when staff from the Board's special education department have assessed the student and found that the student's profile meets the Board guidelines for identification.

Prior to the IPRC Meeting

Within 15 days of receiving a written request, or giving written notice as stated above, the Principal must provide a copy of the *ADSB Parent's Guide* to the parent(s)/guardian(s) and/or student 16 years of age and older, as well as an acknowledgement of the parent's request and a written statement of approximately when the IPRC will meet.

At least 10 days in advance of the IPRC meeting date, the Principal of the school will provide to the parent(s)/guardian(s)/ and/or student 16 years of age and older, written notification of the meeting and an invitation to attend the meeting as an important partner in considering their child's identification and placement. This letter will provide notification of the date, time, and place of the meeting, and it will ask the parent to indicate whether they will attend. (Please see pg. 33-34).

The Principal, Special Education Resource Teacher or classroom teacher should review the *ADSB Parent Guide* with the family, especially when an initial IPRC is scheduled.

Prior to the IPRC, background information must be collected. This information is gathered through the collaborative efforts of the Special Education Resource Teacher and the classroom teacher(s) of the student being presented to the IPRC. Information may be collected from a variety of sources, including, but not limited to the OSR, parental/guardian information, assessment information, assessments from external sources (which will be reviewed by appropriate Special Education staff), information from outside agencies (where appropriate), medical information, and/or information from the classroom teacher.

In accordance with Regulation 181/98, any new information received by the Chair of the IPRC, prior to the IPRC, will be shared with the parent(s)/ guardian(s) (or student where appropriate) before the IPRC.

Members of an IPRC

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers.

For school-level IPRCs, the Committee will consist of the Principal/Vice-Principal, Special Education Resource Teacher, and one other teacher (which may be the Special Education Assignment Teacher from the Special Education Department). The Principal/Vice-Principal acts as chair of the committee.

If/when IPRCs occur at the system level, the System Administrators and/or Superintendent of Special Education will chair the IPRC. Other committee members generally consist of principals. Home School/Receiving School Principals and Special Education Resource Teachers are also required to attend and may act as Committee members if needed.

Although parents are not, by Ministry regulation, a member of the committee, they are an integral part of the collaborative process.

Others in Attendance

Either the parent or the Principal of the student's school may make a request for the attendance of others at the IPRC meeting. These may include:

- other resource people such as the student's teacher, Special Education Resource Teacher, Board support staff, or the representative of an agency, who may provide further information or clarification;
- a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student and;
- an interpreter, if one is required, e.g., sign language, specific language.

The IPRC Meeting

Role of the Chair

The role of the Chair (usually the principal) is to:

- Establish a warm, welcoming environment
- Introduce all participants and establish the purpose of the meeting
- Lead the discussion and encourage input from all participants
- Ensure that all relevant information is shared
- Keep the meeting focused and bring closure to the discussion
- Summarize the decisions, explaining them clearly
- Ensure that the necessary documentation has been completed
- Secure signatures as appropriate

Location: IPRC meetings are typically held at the school attended by the student. System-level IPRCs are usually held at the Education Centre or another suitable location.

What Takes Place at the IPRC Meeting

The Committee will review all necessary information about the student. They will:

- consider educational assessments;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
- interview the student, with the parent's/guardian's permission, if the child is less than 16 years of age, if they feel it would be useful to do so;
- consider any information that the parent(s)/guardian(s) submits about their child or that the student submits if he or she is 16 years of age or older; and
- consider any information submitted to the Committee that it considers relevant.

The Committee may also discuss any proposal that has been made about a special education program or special education services for the student at the parent's request, or at the request of the student if the student is 16 years of age or older. However, the Committee shall not make any decisions regarding the programs and services.

Parents are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decision on Identification and Placement. Following the IPRC meeting, parents will receive a copy of the IPRC Statement of Decision, and a copy will be placed in the student's OSR.

IPRC Statement of Decision

The Statement of Decision for the Algoma District School Board incorporates all of the information required by Regulation 181/98. A specific form has been developed for use at IPRC meetings to ensure that this information is recorded accurately and is easily retrievable for use throughout the school year.

The Committee will consider the assessment information presented to determine:

- if the student meets the criteria for an exceptional student.
- the area of exceptionality that is supported by assessment information as being one of the following: Behaviour, Communication, Intellectual, Physical, or Multiple.
- the appropriate placement as one of the following: Regular Class with (Indirect Support, or Resource Assistance, or Withdrawal Assistance), Special Education Class with Partial Integration, Special Education Class Full Time.

Parent(s)/guardian(s) are usually present at the Statement of Decision (unless they have given permission to proceed in their absence), and if they are in agreement with the decision, they are asked to indicate their agreement by signing the Statement of Decision form.

If unable to attend the IPRC, parent permission must be obtained to proceed in their absence or reschedule. If parent(s)/guardian(s) require additional time to consider the IPRC decision, the signing of the form is delayed until the parent(s)/guardian(s) are ready to sign their agreement, or they indicate their plan of action as a result of their disagreement with the decision.

However, if the IPRC is not signed within 31 days of receipt and the process to reconvene or appeal has not been initiated by the parent(s)/guardian(s), the Principal shall notify the parent(s)/guardian(s) in writing the IPRC decision/placement is being implemented.

Development of an Individual Education Plan (IEP)

An IEP must be developed for a student who is identified as exceptional through the IPRC process, in consultation with the parent(s)/guardian(s). It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student's progress will be reviewed; and
- all students require yearly transition plans.

The IEP must be completed within 30 days after the student has been placed in the program, and the Principal must ensure that the parent(s)/guardian(s) receives a copy.

IPRC Review

Generally, IPRC reviews are conducted each school year once a student has been identified as an exceptional student through the IPRC process.

In keeping with Ministry regulations, the ADSB has included in their Parent(s)/Guardian(s) Guide and in the Notification of a Proposed IPRC Meeting form, the right of a parent(s)/guardian(s) to waive the annual review. (Page 34)

If parent(s)/guardian(s) waive the annual IPRC review, the Identification and Placement recommended by the previous IPRC will remain **unchanged**. The Individual Education Plan will continue to indicate specific programming expectations, goals and transition plans. After notifying the school, the parent(s)/guardian(s) will receive a Letter of Acknowledgement in place of the standard IPRC forms.

A request by a parent(s)/guardian(s) for an IPRC review meeting may be made at any time after a placement has been in effect for three months but may not be made more often than once in every three-month period. Within 15 days of the review notice, the Principal will provide the parent(s)/guardian(s) written notice of approximately when the IPRC review will occur.

Parent(s)/Guardian(s) Right to Reconvene the IPRC

The Algoma District School Board wants to ensure that parent(s)/guardian(s) have a good understanding of programming directions being considered well before they are made. This open and proactive communication has been helpful in resolving disagreements with the Committee's decision prior to the commencement of the Notice of Appeal process.

In cases where disagreements arise regarding the decision of the IPRC, a variety of options are open to the parent(s)/guardian(s).

If parent(s)/guardian(s) do not agree with either the identification or placement decision made by the IPRC, parent(s)/guardian(s) may: within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss parent(s)/guardian(s) concerns.

If parent(s)/guardian(s) do not agree with the decision after the second meeting, parent(s)/guardian(s) may file a Notice of Appeal to the Director of Education/Secretary of the Board within 15 days of your receipt of the decision.

Note: If parent(s)/guardian(s) do not consent to the IPRC decision and parent(s)/guardian(s) do not appeal the decision of the Committee, the Board will instruct the Principal to implement the IPRC decision.

Appeal Process

If parent(s)/guardian(s) disagree with the IPRC's identification of the child or with the placement decision of the IPRC, they 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 their intention to appeal the decision to:

Lucia Reece
Director of Education/Secretary of the Board
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7

A notice of appeal shall indicate the decision with which the parent disagrees and a statement that sets out their reasons for disagreeing. The notice of appeal must:

- indicate the decision with which the parent(s)/guardian(s) disagrees as being: the identification as exceptional, or the non-identification, and/or the placement; and
- include a statement that sets out the reasons for disagreement.

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear appeals. The appeal board will be composed of three persons (one of whom is to be selected by the parent(s)/guardian(s) 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 he or she has been selected (unless parent(s)/guardian(s) and the 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.
- The parent(s)/guardian(s), and the child, if he or she is 16 years old or over, 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 the student's identification, placement, or both.

The appeal board will report its recommendations in writing, to the parent(s)/ guardian(s) and to the Board, providing the reasons for its recommendations.

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's recommendation).

Parent(s)/guardian(s) may accept the decision of the School Board, or may appeal to a Special Education Tribunal.

Parent(s)/guardian(s) 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.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is:

- a written plan describing the special education program and/or services required by a particular student (based on a thorough assessment of the student's

strengths and needs that affect the student's ability to learn and to demonstrate learning);

- a record of the particular accommodations needed to help the student achieve his or her learning expectations within grade level expectations, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course;
- a working document that identifies alternative expectations, if required;
- a record of the specific knowledge and skills to be assessed and evaluated for the purposes of reporting achievement of modified and/or alternative expectations and;
- an accountability tool for the student, the student's parent(s)/guardian(s), and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

In addition, Policy/Program Memorandum No. 156 (PPM 156), *"Supporting Transitions for Students with Special Education Needs"* outlines the expectation that a transition plan must be developed for all students who have an IEP.

The purpose of the IEP is to identify clearly for parent(s)/guardian(s), school staff, and the Ministry of Education the reason for accessing special education programs and services.

An IEP must be developed for every student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC).

Creating an IEP is a collaborative process that involves the classroom teacher(s) with whom the student interacts, the student where appropriate, the student's parent(s)/guardian(s), the Special Education Resource Teacher (SERT), and where appropriate, other professionals involved with the student, other school personnel/ support staff, and staff from community agencies.

Parent(s)/guardian(s) can provide an invaluable perspective on their child's personality, development and learning style and therefore, have a very important role in the IEP development process. ADSB staff are committed to ensuring that parent(s)/guardian(s) are involved early on in the development of the child's IEP, and continue to be involved throughout the implementation and review of the IEP. Since the IEP is a flexible, working document, revisions and updates are expected and adjustments as necessary can be made throughout the school year.

The most recent applicable IEP will be stored in the Ontario Student Record (OSR). Each year, the parent(s)/guardian(s) will receive a copy of the student's IEP and updated copies of all changes made to address the student's strengths and needs.

Transition Planning

Effective transition plans provide continuity of the programs and services in place for any student with special education needs. An effective transition plan that recognizes a student's profile of strengths and needs will help to enhance student achievement and well-being by providing a successful school experience.

Transition requirements are set out in the following policy documents: Policy/Program Memorandum No. 156, *Supporting Transitions for Students with Special Education Needs* states that a transition plan must be developed **for all students who have an IEP** while Policy/Program Memorandum No. 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*, states that staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Transition Planning is an important part of the process of reviewing the IEP during each reporting period. The details of the consultation on the IEP and transition plan must be recorded on the IEP form. Where the parent(s)/guardian(s) are unavailable or not willing to meet with the school, the process is conducted on their behalf and the IEP is forwarded for their approval.

Transitions to School

All service providers meet early in the calendar year to begin transition planning for children with special needs that will be entering kindergarten. Parent(s)/guardian(s) and preschool program providers are consulted, and a plan is developed to support the entry of the child into the school system. Visits are arranged for the parent(s)/guardian(s) at the new school. The Special Education Department works with the parent(s)/guardian(s) to obtain appropriate assessments, which will facilitate knowledge about the child's needs. The spring kindergarten registration process also identifies students who will require special education support. During the 2023-2024 school year, approximately 70 incoming Kindergarten students participated in the formal transition process.

Integrated Transition Planning Process

Integrated transition planning for young people aged 14 and over with a developmental disability is mandated by the province. These students will be transitioning out of children's services and may be seeking further services and supports as they move into adulthood. Parent(s)/guardian(s)/students have the option to participate in this process. Community agencies that support the student are also invited to take part.



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION DEPARTMENT**

**LETTER TO PARENTS/GUARDIANS REGARDING INITIAL IDENTIFICATION
PLACEMENT AND REVIEW COMMITTEE MEETING (IPRC)**

Date: _____

Dear:

In accordance with the Provincial legislation governing the identification, placement and review of students in Special Education,

(Student's Name)

will be discussed by the School's Identification Placement and Review Committee on:

(Date and Time)

(School)

Your input at this meeting is welcomed and desirable if we are to best meet this individual's needs. If the time suggested is not suitable, please contact the school to arrange a mutually convenient time. You have the right to have a representative present to support you. First Nation families may wish to invite an education officer from the band to be present at this committee meeting. If you have any questions, please do not hesitate to call.

Sincerely,

(School telephone number)

Principal

- ☐ Yes, I am able to attend.
☐ No, I am unable to attend.

Parent(s)/Guardian(s)/Adult Student (16+ yrs) Signature: _____

**ORIGINAL to Parent/Adult Student (16+ yrs)
COPY to O.S.R. & Special Education System Administrators**



Revised 2015 May

ALGOMA DISTRICT SCHOOL BOARD

LETTER TO PARENTS/GUARDIANS REGARDING IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE MEETING (IPRC)

Dear:

Date:

Identification, Placement, and Review Committee (IPRC) meetings are held each year for all exceptional students unless formally waived. An IPRC meeting for (student) _____ D.O.B.: (Y/M/D) _____ has been scheduled for (date) _____ at the school.

If the school does not hear from you at least a week before the IPRC meeting, or if you notify the school that you are unable to attend but wish to proceed, you will be informed of the IPRC recommendation following this meeting.

Select ONE (1) of the following two (2) options.

OPTION 1: PROCEED WITH IPRC MEETING

- A. ☐ I will attend on the scheduled date above and will contact the school to confirm the time.
Parent/Adult Student (16+ yrs) Signature: _____
Date: _____
- B. ☐ I will be unable to attend. Please proceed with the Annual Review.
Parent/Adult Student (16+ yrs) Signature: _____
Date: _____

OR

OPTION 2: WAIVER OF ANNUAL REVIEW MEETING OF IPRC

- C. ☐ It has been explained that no change in Identification or Placement is anticipated.
I agree that an IPRC meeting is **not** necessary and I have signed the waiver below.
Regulation 181 Section 21.4(B) states that "where a parent of the pupil gives a written notice to the Principal of the school dispensing with the annual review", an IPRC review meeting is not required. If you are satisfied with the school's recommendation that the present placement continue and do not feel that an IPRC review is required, please complete this waiver and return it to your school Principal by _____ (date). I hereby waive this year's Annual Review meeting of the IPRC.
Parent/Adult Student(16+yrs)
Signature: _____ Date: _____

If you have any questions about the IPRC and the review process, do not hesitate to call the school.
Sincerely,

Principal's Signature

ORIGINAL to O.S.R.

COPY to Parent(s)/Adult Student (16+ yrs)/Special education system administrator

Revised 2015 May



Appendix

Individual Education Plan:

Reason for developing the IEP:

Name:

D.O.B.:

Grade:

School:

School Phone:

Principal:

Year:

Reporting Period:

Placement:

Latest IPRC: (dd/mm/year)

Initial IPRC: (dd/mm/year)

Placement Begins: (dd/mm/year)

IEP Completed: (dd/mm/year)

Staff Involved in IEP Development:

Staff Member – Position

Staff Member - Position

Sources consulted:

Assessment Data:

Type	Date	Summary of Results

Areas of Strength	Areas of Need

Subjects, Courses, or Alternative Programs to which this IEP applies:

Subject, Course or Program	ACC	MOD	ALT

Exemptions/Substitutions:

Elementary Program Exemption/Secondary Compulsory Course Substitution Yes No

If yes, please list program(s), course(s), and substitution(s) and provide rationale:

--

Evaluation/Reporting:

Provincial Report Card

Alternative Report Card

Reporting Period One: (dd/mm/year)

Reporting Period Two (dd/mm/year)

Secondary Only: Student is working towards the attainment of a

Ontario Secondary School Diploma

Ontario Secondary School Certificate

Certificate of Accomplishment

Provincial Assessment:

Permitted Accommodations for Provincial Assessment:

--

Exemption: Yes No

Program Supports/Services:

Human Resource Supports: Yes No

<i>Human Resource Support</i>	<i>Date Service Initiated</i>	<i>Frequency/Duration</i>	<i>Location of Service</i>

Specialized Health Services Yes No

--

Individualized Equipment: Yes No

--

Accommodations:

Environmental	Instructional	Assessment

Special Education Program

--

Baseline Level of Achievement: Note: this forms a starting point for development of the IEP and does not change during the course of the school year.

--

Annual Program Goal: A goal statement describes what a student can realistically be expected to accomplish by the end of the school year in a modified subject, course, or program.

--

Reporting Period One:

Learning Expectations/	Teaching Strategies	Assessment Methods

Reporting Period Two:

Learning Expectations	Teaching Strategies	Assessment Methods

Transition Planning

Goal(s):

Action	Person Responsible	Timeline

Integrated Transition Meeting Required: Yes No

Consultation

Date (dd/mm/year)	Activity	Outcome

Parent/Guardian:

I have received a copy of the Individual Education Plan (IEP):	Yes	No
I was consulted in the development of the IEP prior to receiving a copy:	Yes	No
I would like to have further consultation prior to signing the IEP	Yes	No

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

The principal has the legal requirement to implement and monitor the IEP. The IEP has been developed according to Ministry standards. The plan addresses student strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

(Principal Signature)

(Date)

Special Education Placements

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we recognize that some of the families that we serve may prefer, if appropriate, to access a specialized classroom or program to enhance the achievement and well-being of their learners.

Programming for Different Exceptionalities Provided by the Algoma District School Board

a) Programming for Students with Autism Spectrum Disorder

Most students identified with Autism Spectrum Disorder are served in their home schools in age-appropriate classes with accommodations, modifications, or alternative programming provided by the classroom teacher. Additional supports may be provided through school or system-based resources. Placements in specialized programs may also be available depending on the student's social, self-regulation, communication and/or cognitive needs.

b) Programming for Students with Behavioural Needs

Most students identified with behavioural needs are served in their home schools in age-appropriate classes with accommodations, modifications, or alternative programming provided by the classroom teacher. Further supports may be provided through school or system-based resources. Placements in specialized programs may also be available depending on the student's social and self-regulation, needs. For a few students, placement in a specialized treatment program outside the jurisdiction of the Board may be necessary (e.g. **Education & Community Partnership Programs**) subject to the admission procedures of the appropriate agency.

c) Programming for Students with Language Needs

Almost all students identified with speech/language needs are served in their home schools in age-appropriate classes with accommodations, modifications, or alternative programming provided by the classroom teacher. School-based support may also be provided. A Speech Language Pathologist may conduct assessments or consult with school-based staff regarding programming suggestions. The SERT or a Communication Disorders Assistant may provide direct intervention support. Students with speech impairments have their needs met within the regular class with support provided through the recommendations of a Speech Language Pathologist, or through school-based rehabilitative services provided by Thrive Child Development Centre.

d) Programming for Students who are Deaf/Hard of Hearing

All students with hearing loss as their primary need are served in an age appropriate classroom at their home school with accommodations, modifications and/or alternative programming provided by the classroom teacher. Depending on the severity of their needs, some may also receive personalized service from an Itinerant Teacher of the Deaf / Hard of Hearing. A few students also access the services of an American Sign Language (ASL) Interpreter. Algoma District School Board uses recommendations from our community partners for the most appropriate personal FM or sound field equipment and classroom environmental acoustic treatments. Consultation services provided by the provincial schools are accessed as needed.

e) Programming for Students with Physical Needs

Students with physical needs are served in an age-appropriate classroom at the home school whenever possible with the addition of appropriate supports and/or specialized equipment based on student needs. Appropriate equipment, consultation through School Health Support Services (Occupational, Physical and/or Speech), and support from Board personnel may also be provided. Where appropriate, necessary medical staff are included to ensure a safe, productive environment. Liaison and interaction with outside agencies occurs regularly. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases may also be made under the Special Equipment Amount (SEA) Claim-Based guidelines.

f) Programming for Students who are Blind/Low Vision

All students with blindness/low vision as their primary need are served in an age-appropriate classroom in their home school with accommodations, modifications, and/or alternative programming provided by the classroom teacher. Some may also receive services from an Itinerant Teacher of the Blind/Low Vision. These services may include instruction in braille or other assistive technology. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases are made on an as needed basis. In some instances, these purchases are made as set out by the SEA Guidelines. Consultation services provided by the provincial school are accessed as needed.

g) Programming for Students with Multiple Exceptionalities

In most cases, the student is served in an age-appropriate classroom in the home school with accommodations, modifications and/or modified programming provided by the classroom teacher. Where appropriate, the

necessary medical staff is also included to ensure a safe, productive environment. Some families may also choose to access a specialized **program/classroom** to support the cognitive needs of their learners. Appropriate equipment, consultation through School Health Support Services (Occupational, Physical and/or Speech), and support from Board personnel may also be provided. Where appropriate, necessary medical staff are included to ensure a safe, productive environment. Liaison and interaction with outside agencies occurs regularly. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases may also be made under the Special Equipment Amount (SEA) Claim-Based guidelines.

h) Programming for Students with Intellectual Needs

Many students with intellectual needs are served within the regular class and may have assistance from school and Board level personnel. Curriculum modifications, accommodations and alternative programs may be implemented to assist the student in being successful. Specialized equipment may be provided as recommended by appropriate professionals. Some families may choose to access a specialized **program/classroom** to support the needs of their learners.

i) Programming for Students that are Gifted

Programming for gifted students is provided within the regular classroom. Differentiated and/or modified learning extensions that focus on student interests, independent projects, creative and high-level thinking, as well as communication skills are provided to meet the student's needs. Acceleration may also be considered depending on a variety of factors. At some schools, ADSB also offers the *Enhanced Learning Program* and *International Baccalaureate Program*, *Advanced Placement* courses, and the "*Reach-Ahead*" program for Grade 8 students interested in **taking a Grade 9 credit prior to leaving elementary school.**

Types of Placement Options

A range of placement options are available across (and external to) the Algoma District School Board to meet the needs of students in the most appropriate environment. Placement decisions are made by the IPRC, which will determine the placement that best suits the student's needs.

Regular Classroom Placements

- **Indirect Support:** Students with special education needs who are enrolled in a regular class and are receiving direct instruction from a regular classroom teacher to whom the Board provides specialized consultative services.

- **Resource Assistance:** Students with special education needs who are enrolled in a regular class and are receiving direct specialized instruction, individually or in a small group, within the regular classroom from a special education teacher. NOTE: this placement does not imply that the student will receive specialized instruction on a daily basis, but that they will receive specialized instruction on an established schedule.
- **Withdrawal Assistance:** Students with special education needs who are enrolled in a regular class and are receiving instruction outside the regular classroom for part of the school day from a special education teacher. NOTE: this placement does not imply that the student will receive specialized instruction on a daily basis, but that they will receive specialized instruction on an established schedule. Generally, this placement is used for students that receive services from an itinerant teacher (e.g. Itinerant Teacher of the Deaf/Hard-of-Hearing) or participate in a specific program (e.g. Empower).

Special Education Programming in the Regular Classroom: Accommodations, Modifications and/or Alternative Programming

In keeping with the expectations of the Ministry of Education, it is expected practice within the Algoma District School Board to use accommodations, modifications, and or alternative programs for students with special education needs.

- **Accommodations:** The term accommodation refers to the special teaching, assessment, and environmental strategies required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.
- **Modifications:** Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.
- **Alternative Programming:** Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Alternative programming expectations are individualized for the student and generally focus on preparing the student for daily living. Examples of alternative program expectations may include social skills, orientation, or mobility training, and/or self-regulation skills. Alternative programming may be provided in both the elementary and secondary panels.

Note: Alternative courses at the secondary level are usually non-credit courses.

Parent(s)/Guardian(s) Involvement: The parent(s)/guardian(s) have a key role in the education of the student with special education needs. As such, early and ongoing discussion between school and home will occur to ensure that the most appropriate decisions are being made regarding school placements and programs.

It is the expectation of the Algoma District School Board that parent(s)/guardian(s) are consulted in the development of Individual Education Plans (IEP), and that parent(s)/guardian(s) will assist in the follow through of recommendations and programming strategies.

Involvement of parent(s)/guardian(s) can take an informal and/or a formal approach. Informal communication can occur through regular conversations with school personnel. More formal involvement can occur through team meetings, case conferences, IPRCs and report card interviews.

Specialized Classroom or Program Placements

Specialized placements are provided based on the need for specialized supports that go beyond the degree of support that is realistic within a regular classroom. The duration of the special placement will be determined by the success of the programming, the nature of the needs, and/or parent(s)/guardian(s) wishes. A Special Education Department committee reviews the progress of students in specialized placements on a regular basis and makes recommendations to the IPRC of the continued need for the specialized placement.

- **Withdrawal:** ADSB offers several programs in which students with special education needs are enrolled in a regular age-appropriate classroom but receive intensive instruction **using a withdrawal model** for part of the school day from a specialized program teacher (e.g. Integrated Support Program).
- **Special Education Class with Partial Integration:** Students with special education needs who are enrolled in and attending a self-contained special education class or program and are integrated for at least one instructional period daily.
- **Special Education Class Full Time:** Students with special education needs who are enrolled in and attending a special education class (in accordance with Regulation 298, section 31) for the entire school day. Opportunities for integration into age-appropriate classes are arranged.

Specialized Program/Classroom Models in the ADSB

For some students, the **programming needs** are so extensive that placement in a **specialized program or classroom** is recommended to provide individual or small group assistance. The ADSB offers a range of specialized program/classroom models as described below.

Integrated Support Program (ISP)

Students in the *Integrated Support Program (ISP)* receive academic programming in the regular classroom with accommodations or modifications as required. The *Integrated Support Program* teacher and support team also provide specific blocks of programming to develop self-regulation, social, and/or communication skills, as outlined in the *Individual Education Plan*. In addition, the ISP room may function as a “resource room” for students to access additional support as and when necessary.

Criteria: Students admitted to the ISP may have an identification of Behaviour or Autism Spectrum Disorder. Referral to the program is made by the home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Final determination of the placement is made by an IPRC. Students are expected to utilize the program to work towards developing the ability to independently demonstrate self-regulation, social and/or communication skills at a level that will allow them to achieve success in the regular classroom without ISP support. Support levels are gradually faded as the student progresses within the program. Students return to their home school upon demission.

Program Locations: Ben R. McMullin (Primary/Junior)
Pinewood Public School (Primary/Junior)
Isabel Fletcher Public School (Primary/Junior)

Learning Support Program (LSP)

Students that are part of the *Learning Support Program (LSP)* receive focused instruction in literacy and numeracy from the *Learning Support Program* teacher. Instruction is individualized based on the students’ learning needs, modified from the regular grade-level expectations, and emphasizes an active, hands-on approach to learning. With appropriate accommodations and modifications, students receive instruction in other subject areas in their age-appropriate classroom. Prior to admission, parent(s)/guardian(s) need to be aware that, due to the modified nature of the literacy and numeracy programming (often three or more grades below the student’s age-appropriate grade level), students might not complete the prerequisite learning to undertake a credit-earning pathway in secondary school. A non-credit pathway does not lead to an Ontario Secondary School diploma.

Criteria: This program is intended for students presenting with mild cognitive impairment. While most students admitted to the LSP will have an identification of Mild Intellectual Disability, some students may have an identification of Developmental Disability or Autism Spectrum Disorder but demonstrate a profile appropriate for the program. Referral to the program is made by the student’s home school. All referrals are reviewed by a Special Education Department committee to recommend suitability for the program. Final determination of a student placement is made by a system-level IPRC. After spending time in the program, some students may demonstrate the ability to

achieve success in a regular classroom program (with appropriate accommodations and modifications) without the support of the LSP team. These students return to their home school upon demission from the program. It is understood, however, that many students accessing this program require similar support throughout elementary school, and into a specialized placement in secondary school.

Program Locations: Kiwedin Public School (Junior)

Note: This program is shifting towards the Specialized Program Teacher (LEAP) model. No new admissions will be accepted for the 2024-2025 school year.

SPECIALIZED PROGRAM TEACHER (LEAP)

The *Specialized Program Teacher (LEAP)* model is designed to provide support to students with a variety of exceptionalities. Although the programming profile at each school site is specific to the needs of the students, the *Specialized Program Teacher* uses a withdrawal model to provide instruction in specific areas of need. Students receiving *SPT (LEAP)* support continue to be part of their regular classroom at their home school site with instruction provided by the regular classroom teacher for most of the school day.

In addition to regular classroom programming, the *Specialized Program Teacher* uses a withdrawal model to provide selected students with focused instruction in areas of need that may include modified academics (literacy & numeracy) for students with developmental or mild intellectual disabilities, or alternative programming for students with self-regulation and/or social skills development needs. Instruction is modified from the regular grade-level expectations, individualized based on the students' learning need(s), and emphasizes an active, hands-on approach to learning.

Specialized Program Teacher Locations:	Blind River Public School
	East View Public School
	H.M. Robbins Public School
	Central Avenue Public School
	Kiwedin Public School
	Elliot Lake Intermediate
	Central Algoma Intermediate
	White Pines Intermediate
	Superior Heights Intermediate
	Korah Intermediate

Practical Learning Classroom (PLC)

The *Practical Learning Classroom (PLC)* provides focused instruction in functional academics (literacy and numeracy) along with alternative programming focused on developing self-care, social, self-regulation, and communication skills. Students may be

integrated with their same age peers in program areas such as phys.ed, or the arts, and participate fully in school-wide events and activities. The Practical Learning Classroom focuses on Alternative programming rather than Ontario Curriculum expectations. Students participating in this program continue into a non-credit, life-skills focused program in secondary school.

Criteria: Students admitted to the PLC will usually have an identification of Developmental Disability, although other identifications are possible with evidence of a significant cognitive delay. Referral to the program is made by the student's home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Final determination of a student placement is made by a system-level IPRC. Prior to admission, parent(s)/guardian(s) must be informed that, as the program focuses on alternative programming students enrolled in the PLC will likely continue on to further life skills programming at the secondary level. Should students choose to leave the placement, they would return to their home school upon demission from the program. It is understood, however, that most students accessing this program will remain in this placement throughout elementary school and enter a non-credit life skills-focused program in secondary school.

Program Locations: Anna McCrea Public School (Junior/Intermediate)

Structured Learning Classroom (SLC)

The *Structured Learning Classroom (SLC)* focuses on developing communication, self-regulation, and social skills, along with instruction in functional academics (literacy and numeracy). Students may be integrated with their same age peers in program areas such as phys.ed or the arts, and participate in all school-wide events and activities. The Structured Learning Classroom focuses on Alternative programming rather than Ontario Curriculum expectations.

Criteria: Students admitted to the SLC will have an identification of Autism Spectrum Disorder. Referral to the program is made by the student's home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Students are placed in the program by an ADSB system-level IPRC. Students leave the program when they demonstrate sufficient progress in developing the communication, self-regulation, and social skills needed to achieve success in a regular classroom or within another specialized program with a stronger focus on academics. Students would return to their home school upon demission from the program.

Program Locations: Greenwood Public School (Primary/Junior)
Boreal FI Public School (Junior/Intermediate)
Parkland Public School (Primary/Junior)
River View Public School (Junior/Intermediate)
Northern Heights Public School (Junior/Intermediate)

Developmental Education Classroom

The *Developmental Education Classroom (DEC)* focuses on supporting the development of communication, social, self-help and self-regulation skills along with instruction in functional academics (literacy and numeracy). This program is available for students with a developmental disability, including students with Autism Spectrum Disorder. Students in this program work towards alternative program expectations, including functional literacy and numeracy, rather than the Ontario Curriculum expectations. Students may be integrated into the regular age-appropriate classroom for a variety of learning opportunities.

Criteria: Students admitted to the DEC will have an identification of Developmental Disability or Autism Spectrum Disorder. Referral to the program is made by the student's home school. All referrals are reviewed by a Special Education Department committee to determine suitability for the program. Students are placed in the program by an ADSB system-level IPRC. Students leave the program when they demonstrate sufficient progress in developing the communication, self-regulation, and social skills needed to achieve success in a regular classroom or within another specialized program with a stronger focus on academics. Students would return to their home school upon demission from the program.

Program Locations: Blind River Public School (Primary/Junior)
Central Avenue Public School (Primary/Junior)

Developing Alternative Realistic Expectations (DARE)

White Pines C&VS

The *DARE* program is a non-credit Grade 9 & 10 program designed for students that have a mild cognitive delay. Students enrolled in this program may be identified with a variety of exceptionalities including MID, ASD with mild cognitive delay, and/or a Developmental Disability with appropriate adaptive functioning. This is a transitional program that provides students with a functional academic program, while also developing hands-on, everyday life skills that will be needed for future work readiness.

Note: students entering this program require the adaptive functioning skills needed to independently follow the regular routines of a secondary school (e.g. independent lunch hour, class transitions, bus transportation).

Field School Programs

Canadian Bushplane Heritage Centre, F.J. Davey Home (paused), Station Mall

The *Field School* program is a non-credit workplace program designed to help students reach a readiness level for employment, community placement, or further education (through programs such as the *Community Integration through Cooperative Education Program* at Sault College). Students are assigned to one of the three Field School sites and rotate through various job placements, while also working on functional academics,

social skills and life skills within a classroom setting. Beginning in Grade 11, this program is only available to students that have demonstrated the requisite level of independence to function effectively in a work environment. Note: The program normally located at the FJ Davey Home is currently operating at White Pines.

Community Education Program

Superior Heights C&VS

The *Community Education Program* provides focused instruction in functional academics (literacy and numeracy) along with alternative programming focused on developing self-care, social, self-regulation, and communication skills. Students participate fully in all school-wide events and activities. Regular outings and excursions within the community are an important aspect of the program.

Students At Risk Today (START) Program

Korah, Superior Heights, White Pines

This credit-earning program supports students with various needs and may provide a re-engagement opportunity for students who have not met with success in mainstream programming. Students in *START* may have mental health challenges, behaviour concerns, attendance needs or substance abuse issues. *START* focuses on social skills needed for students to be successful in the mainstream classes, in a work placement, and in the community. Class sizes are smaller, with increased adult support, to enable students to work to their full potential. In the *START* program, students have individualized timetables, and have access to counselling and other services.

Learning for Emotional & Academic Development (LEAD)

Central Algoma Secondary School, Elliot Lake Secondary School, W. C. Eaket Secondary School, Michipicoten High School

These classes are designed to meet the special education needs of smaller communities. Any number of different exceptionalities may be included in these classes. Although the profile of each class is specific to the individual school, the focus is on individualized instruction with as much integration into regular classroom programs as appropriate. Students follow an individualized academic program with a strong focus on social and life skills. Students are accepted into the program based on prioritized and identified needs of the school(s). These classes are school specific and students are prioritized by need.

Education and Community Partnership Programs

For a few students with complex needs, government-approved *Education and Community Partnership Programs* (formerly known as Care, Treatment, Custody and/or Corrections) programs are established to focus primarily on therapeutic or other needs. The Algoma District School Board provides academic programming (including teaching staff) to support the agencies operating these programs. In some cases, space within a

school is also provided to allow students access to programs. Placement within any of these programs involves an admission procedure that is usually controlled by the agency running the program. For programs focused on re-engagement, admission is determined by the Board in consultation with the appropriate agency. The Algoma District School Board works in partnership with the following agencies/programs:

- Algoma Family Services (2 Primary/Junior Classes at Parkland Public School)
- Algoma Family Services (Algoma Education Connection – Kina Awiiya)
- Counselling Centre of East Algoma (Elliot Lake Secondary School)
- Thessalon First Nation (Central Algoma Secondary School)
- Indian Friendship Centre (White Pines C & V.S. – Mino Mikaaaning)
- Algoma Family Services (Non-Residential Attendance Centre)
- Custody (Donald Doucet Youth Centre)

Provincial and Demonstration Schools in Ontario

The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide pre-school 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; and,
- play a valuable role in teacher training throughout the province.

Provincial Schools

The Ministry of Education operates several Provincial Schools, which exist to serve the needs of the blind, the deaf, and the deaf-blind.

a) Provincial Schools for the Blind

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

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school Boards through consultation, assessment and the provision of special learning materials, such as Braille materials, audio-tapes, electronic books and large-print textbooks; as well as,

- professional services and guidance to ministries of education on an inter-provincial, co-operative 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 home visiting for parents and families of pre-school deaf-blind children to assist in preparing these children for future education.

b) 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).

The Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296 determines admittance to a Provincial School.

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

Schools for the Deaf:

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

Each school has a Resource Services Department, which provides:

- consultation and educational advice to parent(s)/guardian(s) of children who are deaf and hard-of-hearing and school Board personnel;

- information brochures;
- a wide variety of workshops for parent(s)/guardian(s), school Boards, and other agencies; and,
- an extensive home-visiting program delivered to parent(s)/guardian(s) of pre-school children who are deaf and hard-of-hearing by teachers trained in pre-school and deaf education.

Demonstration Schools

Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Trillium, Amethyst, and Sagonaska 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 parent(s)/guardian(s) 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 period of time.

The Demonstration Schools were established to:

- provide special residential education programs for students
- enhance the development of each student's academic and social skills; and,
- 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.

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

ADSB and Provincial & Demonstration Schools

During the 2023-2024 school year, the Algoma District School Board had **no students** attending provincial schools.

When attending these schools, students are transported to the nearest airport. They are accompanied by a guide at the airport and transported to the provincial schools each Monday. They return home every Friday. ADSB students generally attend Trillium (Demonstration) or E.C. Drury (School for the Deaf) as these sites serve students from central and northern Ontario school boards, although exceptions do occur based on various circumstances.

Parent(s)/guardian(s) of students wishing to attend schools for the blind or deaf make direct application to these schools. Parent(s)/guardian(s) of students with severe learning disabilities make application to the Special Education System Administrators

who will give them guidelines and information about the requirements for acceptance. Usually, however, it is the System Administrators for Special Education who, having seen concerns about the ability of a student with severe learning disability to function adequately in a regular school setting, may suggest the option of attending a Demonstration School to parent(s)/guardian(s). Once the parent(s)/guardian(s) are in agreement the System Administrators for Special Education will facilitate the process, which includes interviews of the student by the provincial school committee and the submission of appropriate documentation.

School Boards and school staff work collaboratively with agencies of other ministries to provide health support services to students with special education needs.

Policy/Program Memorandum (PPM) No. 81, “Provision of Health Support Services in School Settings” (1984), outlines the responsibilities for ensuring that students with special education needs receive the health support services they require so that they are able to benefit from an educational program. The following list specifies the division of services among ministries, as stated in PPM No. 81.

Ministry of Education (school boards):

- administering oral medication
- physical assistance (lifting, positioning, feeding, toileting)
- physio/occupational therapy (general maintenance exercises)
- speech and language services (Language disorders are the responsibility of school boards. Articulation/speech sound production problems, fluency disorders, and non-speech communication are shared responsibilities with the Ministry of Health).

Ministry of Health and Long-Term Care:

- injection of medication
- catheterization (sterile)
- manual expression of bladder/stoma
- postural drainage/suctioning
- tube feeding
- physio/occupational therapy (intensive clinical treatment)

Health Support Services are delivered by qualified practitioners from various support agencies who provide services within the school when medical documentation indicates that these procedures must be done during the school day.

Schools may complete referral forms provided by these agencies and then the individual agencies work with the families to determine appropriate care. School boards do not determine the criteria for this service. Services discontinue if M.D. documentation declares them unnecessary or the school support agency discharges according to their criteria.

Services such as Occupational Therapy, Physiotherapy and Speech/Language Services are considered school-based rehabilitative services. These services are provided by Thrive Child Development Centre) and are controlled directly by the delivery agency. Agencies determine the criteria and level of services. This service model reflects the fact that the Algoma District School Board does not employ Occupational Therapists or Physical Therapists. There have been no appeals on these service issues.

NOTE: PPM 81 is currently under review by the Ministry of Education. Services are subject to change upon release of the updated document.

Specialized Health Supports Provided in Schools

Specialized Health Support Service	Agency or position of person who performs the service	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
Nursing	Algoma Public Health, (APH) Home & Community Care Support Services	Injection of medications	Agency	M.D.'s certification
Occupational Therapy	THRIVE	Application by parents	Agency	Agency
Physiotherapy	THRIVE	Application by parents	Agency	Agency
Nutrition	APH	Yearly programs for all students planned by A.P.H.	Agency	Agency
Speech & Language Therapy	THRIVE – Speech ADSB - Language	Appropriate screening & assessment	THRIVE – speech ADSB- Language	Assessment (usually SLP)
Administration of prescribed meds.	ADSB Staff	M.D. in alignment w/Bd. Policy	M.D. in alignment w/Bd. Policy	M.D. documentation on Bd. Form
Catheterization	Clean – ADSB (E.A) Sterile - Home & Community Care Support Services	M.D. documentation	M.D.	M.D.
Suctioning	Shallow- ADSB (E.A) Deep – Home & Community Care Support Services	M.D. documentation	M.D.	M.D.
Lifting and Positioning	ADSB (Teachers, E.A)	Physiotherapist documentation and Bd staff	Physiotherapist and Bd. Staff	Physiotherapist And Bd staff
Assistance with mobility	Teachers, E.A.s With training by appropriate Agency, CNIB	Documentation by appropriate Professionals and review by Bd. Staff	Special Ed. Department	Documentation to support school related needs
Feeding	Teachers, EAs	Prof. Assessment	Special Ed. Department	
Toileting	E.A.s	M.D. documentation	Special Ed. Department	M.D. documentation

Specialized Equipment

The Algoma District School Board allocates funding for the purchase of specialized equipment required to be successful in the learning environment. The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards to assist with the costs of equipment essential to support students with special education needs, where the need for specific equipment is recommended by a qualified professional.

ADSB follows SEA funding guidelines to support the purchase of specialized equipment for students.

SEA Per-Pupil Amount is used for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the claims-based process).

All computer-related materials are shipped to the IT department for processing. Processing includes ensuring that all equipment has arrived as ordered, is labeled, and a delivery date is sent through the schools. The ADSB also currently incorporates SEA computer equipment into the computer plans and complement for each school.

SEA Claims-Based funding is for purchases of non-computer-based equipment to be utilized by students with special education needs. This may include sensory support, hearing support, vision support, personal care support and physical assist support equipment. Funding is used to cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Use in a School Setting

It is important to remember that equipment purchases are made to address individual student needs as they apply to the school setting.

Equipment purchased to assist students is to remain at school, including all holidays and summer breaks. Exceptions may be made because of participation in a board-provided summer program, with the permission of the school principal.

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs or due to changing technology. The expected number of years of use for different types of equipment varies depending on the technology.

Eligibility for Obtaining Specialized Equipment

Documentation required:

- an assessment from a qualified professional including a diagnosis and the needs that the equipment is meant to address;
- a recommendation indicating the types of equipment the student requires to address these needs;
- an indication that the equipment is needed to access curriculum.

Also required are:

- a current copy of the student's IEP that provides evidence of the use of the equipment in the student's program;
- current signed copy of the Provincial Report Card.

Considerations for Purchase

The Special Education System Administrators will review all documentation provided by the professional, and determine if the equipment is appropriate to the age of the child, the school board standards, and the academic needs.

The following must be considered prior to the purchase of the equipment:

- Will the recommended equipment provide the student with the accommodations necessary to access learning opportunities and the learning environment in a more equitable fashion?
- Can the student operate the equipment requested?
- What type of support is required to allow the student to use the equipment?
- How does the technology (hardware and software) currently available in the school NOT meet the student's needs?
- Has the request been recommended by an appropriately qualified professional?
- Where possible, a Canadian supplier is preferred, and equipment must be CSA approved. Recommendations for specific equipment must be outlined and included in the request for purchase.
- Upon review of the request, additional documentation or recommendations for alternative equipment may be made.
- All decisions related to the purchase of specific computer software/hardware are the exclusive jurisdiction of the Algoma District School Board.

Portability or Transfer of Equipment

Equipment purchased through SEA funding is considered portable, therefore, it should be transferred when the student changes schools or moves to a different school board within Ontario. The student's sending board will not be reimbursed by the Ministry. The receiving board will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.

Transportation

The Special Education Department and Algoma & Huron-Superior Transportation Services (AHSTS) work together to provide transportation for students with special education needs. Two large providers and several small bus companies, which service more distant, smaller areas of this large board, currently provide school bus services. Depending on availability, a range of services may be provided to students with special education needs, and wherever possible, students with special education needs use regular transportation resources.

Guidelines for Transportation

- a. The Special Education Department in consultation with the school Principal and Algoma & Huron-Superior Transportation Services (AHSTS) will determine if a student with special education needs requires special transportation that is not the regular bussing provided by the Board.
- b. A transportation request form, completed by the school and parent(s)/guardian(s) each school year, will be required to access specialized transportation.
- c. The safety of a student with special education needs will be a factor when considering alternative transportation arrangements.
- d. Students with special medical conditions that are debilitating and of a long-term nature and that are documented by a physician may be provided with transportation.
- e. Students enrolled in a Special Education Classroom or Program unavailable at the student's home school are provided with transportation within reasonable geographical limits.
- f. When no such specific education program is involved, parents are responsible for providing transportation for students with special education needs attending a school that is outside of their school area.
- g. One school week is required to implement transportation arrangements.
- h. Students attending Provincial and Demonstration Schools are provided with transportation via air and ground providers, arranged through the Ministry of Education.

Drivers employed by the transportation carriers must have a "B" license and a criminal background check is done before the license can be obtained. Taxi drivers must have a clean driving record and be approved by the local police commission. Drivers are trained in the use of both hydraulic lifts and "tie-down" procedures to secure wheelchairs. Drivers also receive training to serve students with specialized transportation needs and regular first-aid training for emergency medical response

through the transportation carrier. Other types of specific training, including training specific to the student they serve, may be provided as needed and upon request. All carriers cooperate with our schools to develop specific procedures and protocols for the drivers of particular, special needs students. Emergency communications, epi-pen use, restraint systems, special pick-up and drop-off arrangements, etc. are addressed for individual students.

Accessibility

The Board's multi-year plan, for improving accessibility to schools and programs for special needs students is coordinated with our annual buildings and grounds, and school renewal planning. Accessibility needs are incorporated into renovation planning whenever possible to improve effective use of limited resources.

Addressing accessibility needs in single school communities is a priority in planning since alternatives are not available for students, as they sometimes are in multi-school communities. The needs for specific students, in specific schools, are determined annually and addressed during the summer months to provide accessibility for the new school year. The Special Education Department works with principals and Plant Department personnel to coordinate and meet needs.

The Education Centre of the Algoma District School Board is wheelchair accessible through the ground floor entrance and the elevator.

To ensure that available funds from school operations grants are directed to greatest needs, the Board, each year, reviews the student needs when planning for the coming school year. Each year, in the spring, the Special Education Department contacts the Plant Department to inform them about schools that are receiving students with access needs.

If specific school buildings can be reasonably and appropriately renovated to install ramps and/or to re-model washroom areas, and the rest of the school is accessible and safe to wheelchairs, then this work is undertaken during the summer months. If re-modeling is not feasible at the closest school to the student, then the student is transported to another school, which is physically accessible in that same community, or in the closest neighbouring community, that can accommodate these needs.

Information regarding the ADSB's Accessibility Plan is available at www.adsb.on.ca.

Accessibility Committee

The ADSB Accessibility Committee was formally constituted in January 2003 and currently consists of the following members:

Brent Vallee – Superintendent of Special Education
Joe Santa Maria - Executive Superintendent of Business & Operations
David Steele - Manager of Plant
Trevor Brown – Assistant Supervisor of Plant
Kristen Viita – System Administrator – Special Education
Jen Barbeau – Secondary Principal
Lindsay Bisailon – Special Education Assignment Teacher
Alicia Mannarino – Human Resources Officer
Chris Alfano – Health and Safety Officer
Ian Gauld – Manager of Plant – Eastern Office
Lisa Henderson – Community Representative (CEO, Thrive Child Development Centre)

Coordination of Services

Protocol for Agreements with External Providers

The ADSB has established a protocol for agreements with external providers to provide a framework for implementing agreements with external providers who wish to provide mental health, physical health or social services including assessment, counselling, therapy and/or treatment, in Algoma District School Board schools. This protocol may be viewed at [Protocol for Agreements with External Providers](#).

Early Transitions

For students entering Kindergarten that have been identified with special needs prior to registration, a formal transition process is in place. This process includes an initial “awareness” meeting among the Board and the community partner/agency that is currently providing services to the student, followed by a formal transition meeting with school-based personnel in the spring, and a follow-up meeting after beginning school in the fall. Opportunities are also provided for school personnel to visit the childcare setting during the spring months. Further case conferences may be held throughout the year as needed.

During the 2023-2024 school year, approximately 70 incoming Junior Kindergarten students took place in the formal Transitions process.

Mental Health Supports

In Ontario, increasing mental health support for children and youth has been recognized by educational leaders as a key challenge that must be addressed. ADSB has a mental health team, which is supported by a mental health lead, mental health workers, mental health and addiction nurses (LHIN), school & attendance counselors, senior administration, school administrators, special education staff, and staff from various community partners. During the 2023-2024 school year, the ADSB Mental Health Team provided information regarding the Mental Health supports and strategies to Trustees, SEAC, Senior Administration, community partners and schools within ADSB. Protocols are currently in place with community partners such as Algoma Family Services and Sault Area Hospitals to assist students with transitions to, from, and through care.

During this school year all board staff participated in training to support a mentally healthy return to school. Professional development opportunities were also provided for key employee groups (e.g. SERTs). 1030 staff members participated in 35 professional development sessions.

As of May 1st, 2024, the ADSB Mental Health Lead has led 67 formal transition meetings, participated in 193 Mental Health Consultations, with 116 follow-ups, participated in 1 Expulsion process, 8 return from suspensions, as well as facilitating 3 traumatic events responses. Mental Health Workers, Mental Health and Addiction Nurses, and School & Attendance Counsellors also service students and maintain an active caseload. As of May 1st, 2022, our counsellors provided services to 1558 students.

Education and Community Partnership Programs (Section 23 programs)

The Algoma District School Board provides teachers for several **Section 23** programs, known as Education and Community Partnership Programs. The Special Education Department and agencies work collaboratively in ongoing programming and planning for the student's transition back to a mainstream setting when appropriate. When the program is in a school site, either the agency or school board personnel do an assessment of students in this program. The Algoma District School Board recognizes assessments conducted by other school boards and/or agencies when they are equivalent to the ones used by this Board. When further assessment is required, the student is placed on the waiting list but is given an interim placement, which is appropriate to the needs of the student.

There are presently eight **Education & Community Partnership Programs**:

- Counselling Centre of East Algoma (Elliot Lake Secondary School)
- Algoma Family Services (2 programs at Parkland Public School)
- Algoma Family Services (Algoma Education Connection)
- Thessalon First Nation (Central Algoma Secondary School)
- Indian Friendship Centre (White Pines C & V.S.)
- Algoma Family Services (Non-Residential Attendance Centre)
- Ministry of Children, Community & Social Services (Donald Doucet Youth Centre - 2 teachers)

Special Education Staff

The Algoma District School Board utilizes teachers, professionals and paraprofessionals to support the delivery of programs and services to students with special education needs. Staff members are deployed within schools as well as on a system-wide basis. It should be noted that system-wide Special Education Staff positions listed are subject to the funding and budgetary process each year.

School-Based Special Education Staff

Special Education Leads

The ADSB began piloting the position of Special Education Lead (S.E. Lead) during the 2021-2022 school year.

S.E. Leads work with a small group (four-five schools) to support the school in planning, developing, implementing and monitoring special education programs and services in collaboration with the school SERT and Principal. S.E. Leads support schools by facilitating meetings and case conferences for students, conducting the IPRC and IEP development processes, as well as supporting SERTs, classroom teachers, and other staff through mentoring, demonstration, and the provision of professional learning opportunities, thereby ensuring that SERTs in these schools have additional time to provide direct instruction/remediation to students.

Special Education Resource Teachers (SERTs):

The Special Education Resource Teacher (SERT) provides school-based resource support for the planning, development, and implementation of special education programs and services within the school. While the role of the SERT is quite complex, SERTs support special education programs and services by providing direct instruction to students, supporting the development of Individual Education Plans (IEPs) and the implementation of accommodations, modifications, and alternative programming, conducting assessments and preparing referrals, and fulfilling various accountability requirements (e.g. meetings, case conferences, agency contacts).

Teacher of the Blind/Low-Vision

An Itinerant Teacher of the Blind/Low-Vision provides direct services to students who meet the requirements to receive the services of a teacher of the blind. The amount of intervention is dependent on the students' vision and learning needs. At the system-level, a Specialist Teacher of the Blind/Low Vision may provide regular and/or ongoing school-based in-service to assist school teams in meeting the needs of students, acting as a system-wide contact for any Blind/Low-Vision needs, and supporting Special Equipment Allocation (SEA) claims for students.

Teacher of the Deaf/Hard-of-Hearing

Itinerant Teachers of the Deaf/Hard-of-Hearing provide direct services to students who meet the profile for the services of a teacher of the deaf. Some of these students also receive the support of an American Sign Language (ASL) interpreter to assist in meeting their program needs. At a system-level, a designated Teacher of the Deaf/Hard-of-Hearing provides program and language support for deaf students, as well as overseeing implementation of special auditory equipment to supplement student's personal hearing aids/cochlear implants and acting as a system-wide contact for Deaf/Hard of Hearing needs.

Educational Assistants

Each year, as part of the Educational Assistant Allocation process, all schools complete and submit an Allocation Request form. This form provides an overview of needs within the school that may require support from an Educational Assistant.

Special Note: No specific identification or diagnosis generates the allocation of EA support. EA support is allocated based on demonstrated intellectual, adaptive functioning, physical/medical or safety considerations that have a significant impact within the school setting.

It is expected that a student's identified areas of need within these areas will be used to establish alternative programming goals for the IEP, with the goal of supporting the student in developing increased independence within each area. For many students, it is expected that the need for EA support will decrease as the student progresses in meeting their goals.

A system-level committee reviews the needs of each school and makes a recommendation regarding the number of EAs that may be required at each site, subject to approval of the Superintendent. These allocation numbers continue to be reviewed throughout the school year.

Once the numerical allocation for each school has been determined, EAs are assigned to schools as per the process specified in their collective bargaining agreement. Following the assignment of a complement of EAs to a school site, individual schedules and assignments are determined by the school principal. Changes to EA schedules and/or assignments may be made at any time as determined by the principal.

During the 2023-2024 school year, the ADSB employed approximately 235 Educational Assistants to help meet the needs of the approximately 3100 exceptional students.

System-Based Special Education Staff

Special Education Assignment Teacher (SEAT)

The Special Education Assignment Teacher (SEAT) acts as a liaison between the school and system to support schools in planning, developing, implementing and monitoring special education programs and services. This may include collaborating with the school SERT and Principal to support them in conducting the IPRC and IEP development processes, as well as supporting SERTs, classroom teachers, and other staff through mentoring, demonstration, and the provision of professional learning opportunities. Individual SEATs may also have a specific portfolio of responsibilities related to various elements of special education programming and services (e.g. Formal Assessment).

Each SEAT may also support specific schools as assigned by the System Administrators/ Superintendent of Special Education. SERTs and Principals are in regular contact with their assigned SEATs on all matters pertaining to special education programs and services. SEATs also work to facilitate the school's access to system-wide supports and services.

Autism Spectrum Disorder (ASD) Resource Facilitator

The ASD Resource Facilitator supports the achievement and well-being of students with Autism Spectrum Disorder by providing consultation, coaching, and/or capacity building support to promote the implementation of effective practices, strategies, and resources appropriate to a school setting. This may include facilitating learning opportunities, including presentations, for students, caregivers, educators and/or other professionals to extend their awareness and understanding of ASD and enhance their ability to develop and implement appropriate strategies. The ASD Resource Facilitator also provides a liaison to third-party service providers to determine how these providers can utilize designated spaces within the school to provide ABA services, or to support students' transitions into classrooms.

Behaviour Analyst:

PPM 140 established the expectation that special education programs for students with Autism Spectrum Disorder make use of the principles of Applied Behaviour Analysis (ABA), when appropriate.

The Behaviour Analyst provides the expertise to conduct both informal and formal assessments (e.g. ABLLS) and support school staff in developing and implementing programming that utilizes ABA principles in a manner appropriate to an educational setting. Support may include working collaboratively to build the capacity of school staff to conduct or interpret assessments, develop, implement, and monitor IEPs and Student Support Plans, and to implement high-yield strategies and resources that will enhance student success.

Currently, the Behaviour Analyst also provides a liaison to third-party service providers (e.g. OAP providers) to determine how these providers can utilize designated spaces within the school to provide interventions, or to support students' transitions into the classroom.

Behaviour Coach

The Behaviour Coach provides embedded coaching for school staff regarding the use of appropriate strategies, interventions, and resources for students with behaviour needs related to Autism Spectrum Disorder or other exceptionalities. This may include working collaboratively to help school staff conduct or interpret assessments, support the development, implementation, and monitoring of IEPs and Student Support Plans that incorporate the principles of Applied Behaviour Analysis (ABA), and to implement high-yield strategies and resources that will enhance student success.

The Behaviour Coach also collaborates with board staff and other stakeholders as part of our processes to support the effective transition of students with high needs.

Speech-Language Pathologist (SLP)

The Speech-Language Pathologist (SLP) provides assessment and consultation services to address the language and communication needs of the school-aged population of the ADSB. The SLP will administer various assessment instruments and observe students to evaluate student needs and suggest appropriate programming. In addition, the SLP may also provide recommendations for strategies that school teams can implement with students, including appropriate communication supports. Due to caseload, the SLP only provides direct service to students in exceptional circumstances. As part of the special education team, the Speech-Language Pathologist also collaborates with Board staff and community stakeholders on a regular basis.

Communication Disorders Assistant (CDA)

Under the direction of a Speech-Language Pathologist, Communication Disorders Assistants conduct much of their work in schools conducting or implementing screening tools, and working with oral language or phonological awareness development groups focused on using and understanding oral language (e.g. vocabulary development, semantics (meaning of words), syntax (sentence structure), morphology (grammar), story re-tell, story grammar elements, following directions, and/or "Wh"- questions. CDAs rotate amongst schools to provide blocks of intervention to students.

CDAs work collaboratively as part of the multi-disciplinary team to support board staff and other stakeholders in addressing the language needs of students.

Learning Disabilities Resource Facilitator

The Learning Disabilities Resource Facilitator supports the achievement and well-being of students with learning disabilities by facilitating learning opportunities for students, caregivers, and Board staff to extend awareness and understanding of the strategies and resources necessary to enhance achievement and well-being and promote the development of self-advocacy skills. The LD Resource Facilitator provides consultation, coaching, and/or capacity building support to promote the implementation of effective practices, strategies, and resources, conducts presentations and other learning opportunities for students, parents, and service providers on issues related to learning disabilities and collaborates with other staff to support the transition of students.

Early Year/Child Development Resource Facilitator:

The Early Year/Child Development Resource Facilitator supports the achievement and well-being of students by facilitating learning opportunities for students, caregivers and Board staff to extend awareness and understanding of the strategies and recourse necessary to support the needs of early years or primary students with developmental, communicative, and/or physical challenges. The Resource Facilitator provides consultation, coaching, and/or capacity building support to promote the implementation of effective practices, strategies, and resources, conducts presentations and other learning opportunities for students, parents, and service providers on issues related to learning disabilities and collaborates with other staff to support the transition of students.

Mental Health, Counselling and Attendance Team

Mental Health Lead (MHL):

The MHL provides expertise to support staff understanding of mental health and addictions issues, develop protocols related to mental health/addictions, and facilitates the implementation of the Board-wide Mental Health & Addictions Strategy.

The MHL works with school and system leaders in the ADSB and district to further develop, implement, and communicate a comprehensive Board Mental Health & Addictions strategy that promotes positive child and youth mental health.

This may include working with Board personnel and community partners to enhance an integrated system of pathways to care, and to facilitate access to resources for students and their families as part of the Algoma Model. In the case of students that have received tier three support services through community providers (e.g. Sault Area Hospitals) the MHL acts as a liaison to facilitate the process to helping the student transition back to school. At the system level, the means that the MHL conducts district needs assessment and resource mapping to identify specific service delivery gaps in the area of mental health and addictions for students.

The MHL also assists schools in the selection and implementation of mental health promotion and prevention programming strategies, as well as serving as a liaison for

provincial mental health initiatives. This involves a process of collaborate and plan with other mental health leaders across the province to share learning and to provide input to the development and implementation of provincial resources.

The Mental Health Lead also provides assistance and clinical supervision to support the work of the Mental Health Workers and the School & Attendance Counsellors.

Mental Health Worker

Mental Health Workers provide direct mental health support services and/or other mental health supports to secondary school students on issues impacting their achievement and well-being, including but not limited to crisis intervention, anger management, problem-solving; grief & loss; social skills, interpersonal relationships, bullying and harassment, stress management.

This may include connecting with families to engage caregivers as part of the planning and intervention process as appropriate; facilitating access to mental health supports and services for students requiring Tier Three supports through initial referrals and follow-ups to community mental health and social services providers; and coordinating school supports with community- based services for students and families by facilitating the ADSB transitions process available for students moving to/through/from care.

Mental Health Workers also help to provide 'evidence-based' strategies for educators/school administrators to support mental health promotion and prevention in ways that align with school-based IEPs, support plans, and/or health treatment plans and deliver professional learning opportunities to support the mental health needs of students.

School & Attendance Counsellors

School & Attendance Counsellors provide tier one and tier two supports to students. Support may include a brief services model of individual and/or group counselling that utilizes a social-emotional problem-solving model. Support is provided to address issues impacting upon students' well-being and achievement. Such issues may include anger management, grief & loss, social skills development, interpersonal relationships, bullying and harassment, stress management and/or crisis intervention. School and Attendance Counsellors also take on a lead role in supporting students as part of the ADSB Response to Traumatic Events Team.

In the case of students that may require "tier three" support of a more intensive nature, School & Attendance Counsellors help facilitate the referral of students and families to community agencies (e.g. AFS, Sault Area Hospitals) that have the required infrastructure to provide such supports.

School & Attendance Counsellors also provide attendance support services as part of the process of enforcing Education Act legislation and regulations associated with compulsory school attendance.

Special Education Department Staff 2023-2024

Superintendent of Special Education & Mental Health – Brent Vallee

System Administrator Special Education & Mental Health – Kristen Viita

- Confidential Secretary to the Superintendent – Charlene Phillips (945-7297)
- Special Education Department Clerk – Colleen D’Orazio (a.m.) (945-7272)

Testing Services (Contracted)

- Psychologist – Dr. Bruce Linder (consultation)
- Psychological Associate – Penny Poisson-Lawrence
- Psychological Associate – Dona Menard-Calder
- Psychometrist – Enrico Schiruu

Special Education Assignment Teachers

- Julie Hodkinson
- Amanda Naccarato (0.5)

Special Education Leads

- Michelle Jamieson
- Hannah Wahl
- Tara Lappage
- Cassandra Marin
- Colleen Esposti

Itinerant Teachers (w/System-Wide Responsibilities)

- Teacher of the Deaf/Hard-of-Hearing: Lindsay Bisailon

Multi-Disciplinary Team

- Speech Language Pathologist: Sara Amato
- Speech Language Pathologist: Lianne Vezeau
- Communication Disorders Assistant: Mikaela Caputo
- Communication Disorders Assistant: Jenna Carlucci
- Communication Disorders Assistant: Jessica Nicholson
- Communication Disorders Assistant: Claudio Lombardo (contracted)
- ASD Resource Facilitator: Laura Austin
- ASD Resource Facilitator: Carolyn Nadeau
- Behaviour Analyst: Chris Bartko
- Behaviour Coach : Debbie Iozzo
- LD Resource Facilitator: Sarah Anich-Mansfield
- Early Years/Child Development Resource Facilitator: Lori Lambert

Mental Health Lead – Darryl Fillmore

Mental Health Workers: Terri Finlayson Kassidy Henderson

School and Attendance Counsellors:

East: Melissa MacDonald, Christina Hutton, Kendall Chi

Central: Jerry Martin, Michelle Pearson, Christina Williams (0.5), Desire Mitchell, Sarah Mador, Amy McClelland, Marnie Tarantini, Shawna Thomas, Karli Lee, Grace Winter, Ashley Shepard, Barb McCarthy

North: Jeff MacLary

SPECIAL EDUCATION STAFF

2023-2024 Elementary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs SERTs (Special Education Resource Teachers)	28.59	Special Ed. Pt. 1 minimum
1.2 Teachers for self-contained classes LEAD classes, special education classes	27	Sp.Ed.Pt. 1
2. Other special education teachers		
2.1 Itinerant teachers	4.12	Teacher of the Deaf Special Education .Pt.1
	1.5	Teacher of the Blind Specialist, Special Education Pt. 1
2.2 Special education system administrators	.7	Specialist Sp. Ed.
2.4 Special Education Assignment Teachers	5.5	JK – 8 support
3. Educational assistants in Sp.Ed.		
3.1 Educational assistants	199	C.Y.W. , D.S.W. S.S.W
4. Other professional resource staff		
4.1 Psychologists		Reg'd. Psychologist, Psych.Assoc.
4.2 Speech-language pathologists	1.8	Reg'd. Sp. Lang. Path. (M.Sc.,M.A. Comm. Disorders)
4.3 ABA Support Staff	4.0	
4.4 Occupational therapists	0	
4.5 Physiotherapists	0	
4.6 Social workers	9	B.A.,B.S.W.plus related social qual
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	Contractual as needed
5.2 Oral interpreters	0	
5.3 sign interpreters	1.0	B.A. plus A.S.L.
5.4 transcribers	0	
5.5 Interveners	0	
5.6 Auditory-verbal therapists	0	

2023-2024 Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	11.83	Special Ed. Pt. 1 minimum
1.2 Teachers for self-contained classes	11.33	Sp.Ed.Pt. 1
2. Other special education teachers		
2.1 Itinerant teacher	0.0	Teacher of the Deaf
2.2 Teacher diagnosticians		
2.3 Special education system administrators	.3	Specialist Sp. Ed.
2.5 Special Education Assignment Teacher	1.0	7-12 Support
3. Educational assistants in Sp.Ed.		
3.1 Educational assistants	33	C.Y.W. , D.S.W.
4. Other professional resource staff		
4.1 Psychologists	0	Reg'd. Psychologist - consultation
4.2 Psychometrists	0	M.A.
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0.2	Sp. Lang. Path.
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	8	B.A.,B.S.W.plus related social qual
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0	Contracted as needed
5.2 Oral interpreters	0	
5.3 sign interpreters	2	
5.4 transcribers	0	
5.5 Interveners	0	
5.6 Auditory-verbal therapists	0	

Staff Professional Development

The overall goal of the staff professional development plan is to ensure the continuous growth and development of the professional practice(s) of staff involved in the delivery of special education programs and services.

The System Administrator and Superintendent of Special Education attend all SEAC meetings and present monthly professional development reports. In addition, members of SEAC share opportunities for professional development provided by their agencies with staff, and present their concerns regarding the learning needs of the system. Staff speak at community meetings and also attend local community workshops.

Special Education staff visit schools on a regular basis, consult with SERTs and provide input on required areas for professional development to the Superintendent for Special Education. As a result, training sessions are developed to instruct specific staff on areas which are required to deliver programs and services to special needs students. Experienced teachers and board professionals run workshops and on-line professional development for other board staff.

When specialized training outside the expertise of Board personnel is required, arrangements are made with other agencies to provide and share costs associated with the workshops.

Specific Professional Development

A range of specific professional development opportunities is provided each year for regular class teachers, special education teachers, professionals, support staff, administrators and parents. It is the intent of the Special Education Department to establish priorities for in-service every year. Professional learning opportunities provided during the 2023-2024 school year included the following:

Conferences, Workshops	Special Education Department Staff SERTs	Aug - LD@School Conference (Virtual)	
Behaviour Management Systems (BMS)	Initial Certification Refresher Training	Focus on preventative measures and safety when dealing with aggressive behaviours	EAs, ECEs, Specialized Program/Classroom Teachers, SERTs, Admin
Autism Training	New Staff	Introduction to Autism Spectrum Disorder and Strategies for working with students.	On-boarding of new staff
Special Education Resource Teacher Sessions	Elementary Special Education Teachers Secondary Special Education Teachers Special Education Department Staff	Topics include: SERT scheduling, Accommodations, Modifications, Alternative Programming, Thinking in Tiers, Assessment & Evaluation, Language Development, Literacy & Numeracy Intervention Executive Functioning, Assistive Technology	Monthly
ASD Certificate Training (Sonderly)	Administrators, Teachers, Educational Assistants, Early Childhood Educators	Various Certificate Courses provided via on- line learning funded by the Ministry.	February-June

Special Projects

Behaviour Management Systems/Autism Awareness Training

Behaviour Management Systems is an Ontario-based program developed by educators for educators to safely and effectively manage student behaviours in a way that is safe for both students and staff member(s).

The philosophy behind Behaviour Management Systems complements ADSB's *Guidelines for Working with High Needs Students* as both strongly support the importance of knowing the child, understanding the function and possible "triggers" of a behaviour, and emphasize the use of calming and de-escalation techniques.

Autism Awareness Supplement

In addition to providing BMS re-certification, ADSB certified trainers provide an Autism Awareness Supplement that has been developed to augment the regular BMS training.

Empower Reading

The Empower website <http://www.sickkids.ca/empower> describes Empower as a series of remedial reading programs designed to address the core learning problems of children who struggle with reading. Various program offerings offer remediation in decoding and word reading, spelling, vocabulary development and text comprehension. Empower Reading provides a comprehensive approach to teaching children with various levels of reading disabilities the skills needed to decode words, analyze text, and successfully learn to read and gain knowledge from written materials. The ADSB currently offers the Gr. 2-5 Spelling and Decoding program at participating elementary school sites, as well as the Gr. 6-8 Spelling and Decoding program at participating Intermediate school sites.

During the 2023-2024 school year, the ADSB continued to expand implementation of the Empower Reading program. Empower Reading Gr. 2-5 Decoding and Spelling is now offered on-site in 25 ADSB elementary schools while the Gr. 6-8 Decoding and Spelling program is offered in all 5 of our Intermediate School sites. Three full-time and one half-time itinerant Empower Teachers also provide the Gr. 6-8 Decoding & Spelling program to 10 elementary schools across the board.

Empower is currently being implemented by SERTs in the schools offering the program. This involves a commitment to a) participate in all Empower training sessions; b) implement the Empower program with a selected group of 6-8 students; and c) participate in any feedback, data collection, etc. that was needed.

Project SEARCH

Algoma District School Board launched a Project SEARCH program in Sault Ste. Marie beginning in the fall of 2023. Project SEARCH started at Cincinnati Children's Hospital Medical Center in 1996. There are now more than 650 Project SEARCH sites worldwide including six in Canada.

Project SEARCH is an internationally successful transition-to-work model for young people with developmental or intellectual disabilities. During their final year of secondary school, students are fully immersed with a leading community organization, known as a "host business". The students prepare for employment with job skills training through a combination of classroom instruction and hands-on career training which is completed through an unpaid internship. This is a program that promotes workplace diversity and

Project SEARCH started in Ontario in 2019 and is recognized as best practice for business and public sector partnership. It has media and government attention. ADSB became involved with Project SEARCH as part of a Ministry of Education Pilot project.

Robots for Autism

In partnership with Robokind, ADSB is implementing the use of the *Robots for Autism* Program. Described as a multidisciplinary developmental behaviour approach, the program helps to develop socio-emotional learning skills in students with autism. ADSB currently has two robots – Milo and Veda – helping to supporting learning in several of our Structured Learning Classroom and Practical Learning Classrooms.

Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee of the Algoma District School Board holds monthly meetings during the school year. Usually, meetings take place on the last Tuesday of the month from September through March, and the first Tuesday of the month from April through June. Meetings usually occur at noon in the **Sugar Maple** room of the Education Centre. SEAC information and meeting dates are published on the ADSB web site: www.adsb.on.ca

SEAC meetings enable each member association to provide input on the particular needs of the association they represent, to bring valuable information from association members, to work collaboratively with the Board to ensure that the needs of all exceptional students are met, and to advise the Board about Special Education programs and services. SEAC meetings also provide the opportunity for Special Education personnel to keep SEAC members up to date on Board initiatives, activities, and programs and services for students with special education needs.

The chair of the SEAC reports all correspondence to the membership. Often, letters of concern are received from other school boards to provide information or request the support of the Algoma SEAC. The Algoma SEAC will also write letters promoting special education to the Ministry of Education.

The System Administrator and Superintendent of Special Education, and two trustees attend all meetings and are thus able to respond directly to concerns from members about pending legislation, new programs, budget questions, etc. SEAC may make recommendations to the Board on a variety of Special Education topics, and participates in the annual review of the Special Education Plan, and in the review of the annual budget and finances for Special Education.

Meetings of the SEAC are open to the public. The contact numbers for SEAC members are noted on the Board's website.

Guidelines for Selecting Members

SEAC members are appointed by the Algoma District School Board.

They serve for the same term as the Board of Trustees. A new SEAC is formed every four years following the election of the trustees.

SEAC members must be qualified to vote for Trustees of the board and must be resident in its jurisdiction.

SEAC members consist of representatives from local associations that operate locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board. It is also possible for organizations to nominate one alternative for each representative. The Board also has the option to appoint a member-at-large to represent the interests of the community.

One SEAC member (and an alternate) is also appointed to represent the interests of First Nations pupils. This member is nominated by the North Shore Tribal Council and appointed by the Board. The qualifications outlined above are not required of this member.

Selection Process

Nomination letters from local associations are sent to the Superintendent of Special Education. Recommendations for appointment are made to the Board for approval at a board meeting.

SEAC members serve the same term as trustees. Local associations may apply at the beginning of the SEAC term (e.g. municipal election) to nominate a member of the Algoma District School Board SEAC. (The current term for SEAC began in December 2022 and runs through November 2026).

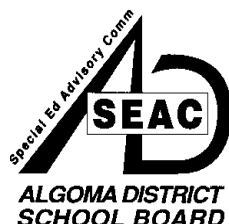
If a member is unable to fulfill their term in office, the association may nominate an alternate to fill the position and will notify the Board in writing of their intent to nominate the alternate.

The alternate's name may then be recommended to the Board of Trustees for approval. Should the association be unable to find a suitable replacement, the association would notify the Board of their intent to withdraw from the SEAC.

Roles and Responsibilities of SEAC

In keeping with legislation set out in Regulation 464/97, 11, 12(1), (2) of the *Education Act*, the roles and responsibilities of the SEAC include:

1. To further the interests and well-being of groups of exceptional children or adults;
2. To provide important advice on special education;
3. May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
4. To be provided with the opportunity to participate in the annual review of the board's Special Education Plan; and
5. To participate in the board's annual budget process as it relates to special education.



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
2022-2026**

Name	Organization/Interest	Work Phone
MICK, Pat *CHAIR*	Member-At-Large	(705) 779-2403 patriciamick41@gmail.com
SNIDER, Clint	Algoma Family Services	705-945-5050 ext 2032 csnider@algomafamilyservices.org
TUOMI, Margaret	Autism Ontario	(705) 542 1794 mrstuomi@gmail.com
BARBEAU, Margaret	Community Living Algoma	(705) 253-1700 mbarbeau4@icloud.com
IACOE, Sergio	Community Living Algoma (Alternate)	(705) 253-1700 ext 3005 Sergio.lacoe@cla-algoma.org
GAUTHIER, Amanda	THRIVE Child Development Centre	(705) 759-1131 ext 229 agauthier@kidsthive.ca
SIMON, Velma	Member-At-Large	(705) 989-6662 velma.simon@saultcollege.ca
KITTS, Sherri	North Shore Tribal Council	(705) 946-3933 ext 217 skitts@gardenriver.ca
LAMBERT, Rachelle	North Shore Tribal Council (Alternate)	rlambert@batchewana.ca
EVANS, Sheryl	Trustee – ADSB	(705) 943-9072 evanss@trustee.adsb.ca
WHITLEY, Heather	Trustee- ADSB	(705) 206-4175 whitleyh@trustee.adsb.ca
MEYERS, SUSAN	Trustee- ADSB (Alternate)	(705) 256 - 6128 meyerss@trustee.adsb.ca
ADMINISTRATION (Resource to SEAC)		
VALLEE, Brent	Superintendent of Education – ADSB	705-945-7297
VIITA, Kristen	System Administrator – ADSB	705-945-7111 ext 10258
PHILLIPS, Charlene	Recording Secretary - ADSB	705-945-7297

Updated May 1, 2024

Addressing A Concern

The following provides a step-by-step list of personnel to whom concerns regarding special education programs and/or services (e.g. IPRC, programming, progress) should be addressed:

- a) Classroom teacher
- b) Special Education Resource Teacher
- c) Principal or Vice-Principal
- d) Special Education Assignment Teacher
- e) System Administrator for Special Education
- f) Superintendent of Special Education
- g) Director of Education
- h) Board of Trustees/Chair of the Board
- i) Ministry of Education

Additional Information:

- **Website – www.adsb.on.ca**
Additional information related to special education programs and services is available on the Algoma District School Board's website. Please follow the Special Education tab for information specifically related to special education.
- Dial toll free to the Sault Ste. Marie Education Centre at **1-888- 393-3639** or dial direct at **705-945-7111**.
- **Kristen Viita**, System Administrator for Special Education - 705-945-7111 ext. 10258
- **Brent Vallee**, Superintendent of Special Education
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7
Phone: 705-945-7297



Parent's Guide to Accessing Special Education Programs & Services



*Confident learners,
caring citizens.*

Algoma District School Board

ADSB Mission, Vision and Values

Mission

Confident learners, caring citizens.

Vision

In partnership with our stakeholders, the Algoma District School Board will create a collaborative learning community where all flourish as confident learners who see themselves as capable, self-directed and open to learning and as caring citizens who value good character and contribute positively to our communities.

Values

We are guided by

- ADSB character traits
- Lifelong learning
- Empathy
- Ethical relationships
- Equity and inclusion
- Accountability



ADSB Model for Special Education

The Algoma District School Board is committed to supporting the inclusion and integration of exceptional students in the regular, age-appropriate classroom. This has been, and continues to be, the first option for our students and their families. However, in consideration of the unique qualities and diverse needs of each student, we also recognize that some of the families we serve may, when appropriate, prefer to access a specialized classroom or program to enhance the achievement and well-being of their learners. This model of special education program and service delivery provides an approach that allows us to serve students with special education needs from entry into Kindergarten through to graduation from the school system.

The Purpose of This Guide

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. The purpose of this guide is to provide you with information about the processes and procedures involved in ensuring that appropriate special education programs and services are in place to enhance your child's achievement and well-being, including detailed information about the Identification, Placement and Review Committee (IPRC) process. Please contact your child's school for further information.

Definitions

Exceptional Pupil: The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.”

Special Education Program: A Special Education Program for an exceptional pupil is defined as “an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meets the needs of the exceptional pupil”.

Special Education Services: Special Education Services are defined as “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

The Individual Education Plan (IEP)

Ultimately, the **Individual Education Plan (IEP)** outlines the special education programming and services that a student will receive at school regardless of the student's specific identification.

An Individual Education Plan (IEP) is:

- a written plan describing the special education program and/or services required by a particular student (based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and to demonstrate learning);
- a record of the particular accommodations needed to help the student achieve his or her learning expectations within grade level expectations, given the student's identified learning strengths and needs;

- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course (if required);
- a working document that identifies alternative expectations (if required);
- a record of the specific knowledge and skills to be assessed and evaluated for the purposes of reporting achievement of modified and/or alternative expectations;
- an accountability tool for the student, the student's parent(s)/guardian(s), and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

An IEP **may** be developed for any student who requires special education programs and services and **must** be developed for a student who has been identified as exceptional by an Identification, Placement, Review Committee (IPRC).

The IEP must be completed within 30 days after the student has been placed in the program (generally 30 days following the start of each reporting period). Generally, you will receive your copy of the IEP in mid-October and late February / early March.

Building an Individual Education Plan (IEP): Accommodations, Modifications, and/or Alternative Programming

In keeping with the expectations of the Ministry of Education, it is expected practice within the Algoma District School Board for teachers to utilize accommodations, modifications, and/or alternative programming (as/when appropriate) when developing Individual Education Plans for students requiring special education programs and/or services.

- **Accommodations:** The term accommodation refers to the special teaching and assessment strategies, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.
- **Modifications:** Modifications are changes made in the age-appropriate grade level expectations for a subject or course to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.
- **Alternative Programming:** Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario

curriculum. Alternative programming expectations are individualized for the student and generally focus on preparing the student for daily living. Examples of alternative program expectations may include social skills, orientation or mobility training, and/or self-regulation skills. Alternative programming may be provided in both the elementary and secondary panels.

Accessing Special Education Programming / Services For Your Child

The following steps may provide a helpful overview of the process of accessing special education programs and services for your child:

- 1. *Collaboration Among Home & School:*** When a concern is brought forward from the school or to the school, special education begins. Sharing information and developing a collaborative plan between home and school is invaluable in supporting and encouraging your child. This may be all that is needed to remediate learning difficulties.
- 2. *School-based Consultation:*** If it appears that further consultation is required, the teacher may suggest that the In-School Education Team (ISET) discuss your child's needs to help find school-based strategies and interventions that will support your child's learning.
- 3. *System-based Consultation:*** The school may also contact special education department staff to help with assessing needs, offering suggestions and/or strategies for intervention, discussing further assessment options (either informal or formal), and/or recommending specialized consultation with members of the board team or an outside agency.
- 4. *Individual Education Plan (IEP):*** Depending on the circumstances and the assessment data available, the school principal, in consultation with the special education department, may also recommend that a 'non-exceptional' Individual Education Plan (IEP) be put in place for your child. The IEP will outline appropriate programming and services (including accommodations, modifications, and/or alternative programming) that will be provided.
- 5. *Formal Assessment:*** For some students, a formal assessment can help to provide the school with specific information to be used for identification and/or programming. If the student is an appropriate candidate for an assessment to be provided through the school board, the school will follow the ADSB's existing referral process for assessments. In cases where the needs of the student are complex and a more comprehensive diagnosis is required, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for more specialized diagnosis may be most appropriate. Some families may also prefer to seek assessments from private practitioners. Your school can help provide you with information on the assessment referral process.

6. **Report Sharing:** Once an assessment has taken place, a report is written to provide the results of the assessment and the information will be shared with you. How the report is shared will depend on whether the assessment was conducted through the school board, or through a private practitioner or external agency.
- a) **Internal Assessments provided through ADSB:** If the assessment was provided through the school board, the results will be shared with you by the assessor and a Special Education Assignment Teacher (SEAT). Once the results have been shared, you will need to give your permission for the report to be included in your child's *Ontario Student Record (OSR)* folder, which will enable school staff to use the information in the report to ensure appropriate programming and/or services are in place.
- b) **External Assessments (e.g. Private Practitioner, External Agency):** If you have chosen to have a private assessment conducted outside of the school board, or if assessment through a community agency was considered to be most appropriate for your child, the practitioner or agency that conducted the assessment will share the results with you directly. You will need to provide a copy of the report to the school to enable school staff to use the information in the report for programming and/or identification.
7. **Non-Exceptional / IEP Only:** If results of the assessment indicate that your child requires special education programming and/or services but does not meet the criteria for a specific identification, an Individual Education Plan (IEP) may still be recommended in the category of "Non-Exceptional" or "IEP only". If your child already has a Non-Exceptional IEP (see #4) in place, it will be updated with information from the report.
8. **IPRC:** If the results of the assessment indicate your child's profile meets criteria for identification in a specific category of exceptionality (see pg. 7-10) an Identification, Placement, Review Committee (IPRC) meeting will be arranged.

For most students, who will continue to receive programming and services in the regular classroom, the IPRC will take place at the school level.

In some cases, if the student demonstrates an appropriate learning profile and the family is interested in considering these options, placement in a specialized program or specialized classroom may be considered. The IPRC may take place at the system level in these circumstances.

Both identification and placement must be reviewed by an IPRC on a regular basis (at least yearly).

- 9. Iterative Programming:** The Individual Education Plan (IEP) outlines the special education programming and services that a student will receive at school. The IEP includes an outline of special education programs and services, specific educational expectations (if applicable), information about methods to review progress, and a transition plan is formally developed, in consultation with you as the parent, for each reporting period or semester (September – January, February - June).

Categories, Exceptionalities, and Definitions

At present, approximately 29% of students (approx. 3100 students) in the Algoma District School Board receive special education programs and services as outlined in an *Individual Education Plan*.

The chart below outlines the categories of exceptionality and the specific identifications within each category.

Exceptionality	Definition
Category: Non-Exceptional	
IEP Only	Students who require special education programs and services to address their learning needs but do not meet criteria for identification in a specific category. Accommodations, modifications, and/or alternative programming are provided to these students as outlined in their Individual Education Plan (IEP).
Category: Communication	
Learning Disability	One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: - affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; - results in a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; - results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;

	• may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction
Autism	A severe learning disorder that is characterized by: a) disturbances in - rate of educational development; - ability to relate to the environment; - mobility; - perception, speech, and language. b) lack of the representational-symbolic behaviour that precedes language.
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: a) involve one or more of the form, content, and function of language in communication; b) include one or more of the following: - language delay; - dysfluency; - voice and articulation development which may or may not be organically or functionally based.
Deaf & Hard of Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.
Speech	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.

Category: Intellectual	
Mild Intellectual Disability	A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support.
Developmental Disability	A severe learning disorder characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an inability to profit from a special education program that is designed to accommodate slow intellectual development; c) a limited potential for academic learning, independent social adjustment, and economic self-support.
Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
Category: Behaviour	
Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Category: Physical	
Physical	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.
Blind & Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Category: Multiple

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

There are five types of placement options internally available to meet the needs of exceptional students in the ADSB. Several external options (e.g. Provincial/ Demonstration Schools, Section 23 programs) may also be available to ADSB students based on need.

Placement decisions are made by the IPRC, which will determine the placement that best suits the student's needs. Placement for non-exceptional students is always within the regular classroom.

Regular Classroom

- **Indirect Support:** Students are enrolled in a regular class and receive direct instruction from the classroom teacher to whom the Board provides specialized consultative services.
- **Resource Assistance:** Students are enrolled in a regular class and receive direct instruction, individually or in a small group, within the regular classroom from a special education teacher in addition to the classroom teacher. Note: this placement does not imply that the student will receive specialized instruction on a daily basis, but that they will receive specialized instruction on an established schedule.
- **Withdrawal Assistance:** Students are enrolled in a regular class and receive instruction outside the regular classroom for part of the school day from a special education teacher. Generally, this placement applies for students that receive services from an itinerant teacher (e.g. Itinerant Teacher of the Deaf/Hard-of-Hearing) or participate in a time-specific program (e.g. Empower Reading).

Specialized Program or Specialized Classroom

Specialized placements may be available based on the need for specialized supports that go beyond what can be provided within a regular classroom. The duration of the specialized placement is determined by the success of the intervention, the nature of the need and consideration of parent(s)/guardian(s) wishes. A Special Education

Department committee reviews the progress of students in specialized placements on a regular basis and makes recommendations to the IPRC of the continued need for the specialized placement.

- **Withdrawal Assistance:** Students are enrolled in a regular class at a school that provides the appropriate specialized program, but also receive direct instruction for part of the school day from a specialized program teacher based on the specific area of need (e.g. Learning Support Program, Integrated Support Program, Specialized Program Teacher (LEAP)).
- **Special Education Class with Partial Integration:** Students are enrolled in and attend a self-contained special education class or program and are integrated into a regular classroom to receive instruction from the regular classroom teacher for at least one subject area/instructional period daily.
- **Special Education Class Full Time (self-contained):** Students are enrolled in and attend a special education class in accordance with Regulation 298, section 31 for the entire school day. Opportunities for integration into age- appropriate classes are arranged.

Specialized Program/Classroom Options – Elementary Sites

Integrated Support Program (ISP):

Withdrawal Model

Students with behavior or self-regulation needs (supported by a Behaviour or ASD identification) may be placed into the *Integrated Support Program (ISP)*. Students in the program receive academic programming as part of the regular age-appropriate class with accommodations or modifications as required. The *ISP* teacher and support team provide specific blocks of alternative programming instruction focused on self-regulation and social skills, as outlined in the *Individual Education Plan (IEP)*. In addition, the *ISP* room may also function as a resource room that students in the program may access for additional support as and when necessary. Students in this program work towards Ontario curriculum expectations as well as alternative expectations focused on self-regulation and/or social skills.

Program Locations:

Ben R. McMullin (Primary/Junior)
Pinewood Public School (Primary/Junior)
Isabel Fletcher Public School (Primary/Junior)

Learning Support Program (LSP):**Withdrawal Model**

Students with a mild cognitive delay may be enrolled in the *Learning Support Program (LSP)*. These students receive instruction in most subject areas as part of the regular, age-appropriate class with accommodations and modifications as required. Students also receive focused instruction in literacy and numeracy through a withdrawal/partial integration model from the *LSP* teacher. Instruction in these areas is individualized based on student learning needs, modified from regular grade-level expectations, and emphasizes an active, hands-on approach to learning. Students in this program work towards Ontario Curriculum expectations at a modified level and receive accommodations or alternative programming as outlined in the *IEP*. Note: In smaller communities, similar programming may be provided through the Special Education Resource Teacher and/or an Itinerant Learning Support Teacher.

Program Location: Kiwedin Public School (Junior)

Note: This program is shifting towards the Specialized Program Teacher (LEAP) model. No external admissions will be accepted for the 2024-2025 school year.

Specialized Program Teacher (LEAP):**Withdrawal Model**

The *Specialized Program Teacher (LEAP)* model is designed to provide support to students with a variety of exceptionalities. Although the programming profile at each school site is specific to the needs of the students, the *Specialized Program Teacher* uses a withdrawal model to provide instruction in specific areas of need. Students receiving *SPT (LEAP)* support continue to be part of their regular classroom at their home school site with instruction provided by the regular classroom teacher for most of the school day.

In addition to regular classroom programming, the *Specialized Program Teacher* uses a withdrawal model to provide selected students with focused instruction in areas of need that may include modified academics (literacy & numeracy) for students with developmental or mild intellectual disabilities, or alternative programming for students with self-regulation and/or social skills development needs. Instruction is modified from the regular grade-level expectations, individualized based on the students' learning need(s), and will emphasize an active, hands-on approach to learning.

Program Locations: Blind River Public School (Junior/Intermediate)
Central Avenue Public School (Junior)
Kiwedin Public School (Junior)
East View Public School (Junior/Intermediate)
H.M. Robbins Public School (Junior//Intermediate)
Elliot Lake Intermediate
Central Algoma Intermediate
White Pines Intermediate
Superior Heights Intermediate
Korah Intermediate

Practical Learning Classroom (PLC):**Self-Contained Model**

The *Practical Learning Classroom (PLC)* focuses on supporting the development of adaptive functioning skills including self-help, social, self-regulation, and communication skills, along with instruction in functional academics (literacy and numeracy). This program is available for students with a developmental delay. Students in this program work towards alternative program expectations, including functional literacy and numeracy, rather than the Ontario Curriculum expectations. Students may be integrated into the regular age-appropriate classroom for a variety of learning opportunities.

Program Location: Anna McCrea Public School (Junior/Intermediate)

Structured Learning Classroom (SLC):**Self-Contained Model**

The *Structured Learning Classroom (SLC)* focuses on helping students with Autism Spectrum Disorder in the severe range develop communication, self-regulation, and social skills, as outlined in *Policy & Program Memorandum (PPM) 140*. Academic instruction is focused on functional literacy and numeracy expectations. Students in this program usually work towards alternative program expectations, including individualized literacy and numeracy expectations, rather than the regular Ontario Curriculum expectations.

Program Locations: Greenwood Public School (Primary/Junior)
Parkland Public School (Primary/Junior)
Boreal FI Public School (Junior/Intermediate)
Northern Heights Public School (Junior/Intermediate)
River View Public School (Junior/Intermediate)

Developmental Education Classroom**Self-Contained Model**

The *Developmental Education Classroom (DEC)* focuses on supporting the development of communication, social, self-help and self-regulation skills along with instruction in functional academics (literacy and numeracy). This program is available for students with a developmental disability, including students with Autism Spectrum Disorder. Students in this program work towards alternative program expectations, including functional literacy and numeracy, rather than the Ontario Curriculum expectations. Students may be integrated into the regular age-appropriate classroom for a variety of learning opportunities.

Program Locations: Blind River Public School (Primary/Junior)
Central Avenue Public School (Primary/Junior)

Specialized Program/Classroom Options – Secondary Sites

Developing Alternative Realistic Expectations (DARE)

Non-Credit

The *DARE* program is a non-credit program designed for Grade 9 and 10 students that have a mild cognitive delay. Students enrolled in this program may be identified with a variety of exceptionalities including MID, ASD with mild cognitive delay, and/or a Developmental Disability with appropriate adaptive functioning. This is a transitional program that provides students with a functional academic program while also developing hands-on, everyday life skills that will be needed for future work readiness.

Note: students entering this program require the adaptive functioning skills needed to independently follow the regular routines of a secondary school (e.g. independent lunch hour, class transitions, bus transportation).

Program Location: White Pines

Field School:

Non-Credit

The *Field School* program is a non-credit workplace program designed to help students reach a readiness level for employment, community placement, or further education (through programs such as the *Community Integration through Cooperative Education Program* at Sault College). Students are assigned to one of the three Field School sites and rotate through various job placements while also working on functional academics, social skills and life skills within a classroom setting. Beginning in Grade 11, this program is available to students that have demonstrated the requisite level of independence to function effectively in a work environment.

Program Location: Canadian Bushplane Heritage Centre
Station Mall
White Pines

Community Education Program:

Non-Credit

The Community Education Program provides focused instruction in functional academics (literacy and numeracy) along with alternative programming focused on developing self-care, social, self-regulation, and communication skills. Students participate fully in all school-wide events and activities. Regular outings and excursions within the community are an important aspect of the program.

Program Location: Superior Heights

Students at Risk Today (START):

Credit

This credit-earning program, available to students from across the ADSB, supports students with various needs and may provide a re-engagement opportunity for students who have not met with success in mainstream programming. Students in START may have mental health challenges, behaviour concerns, attendance needs or substance

abuse issues. START focuses on social skills needed for students to be successful in mainstream classes, in a work placement, and in the community. Class sizes are smaller, with increased adult support, to enable students to work to their full potential. In the START program, students have individualized timetables, and have access to counselling and other services through Algoma Family Services.

Program Location: Korah, Superior Heights, White Pines

Learning for Emotional and Academic Development (LEAD): Non-Credit

These classes are designed to meet the special education needs of smaller communities at the secondary level. Programs are individual to each school based on needs. Any number of different exceptionalities may be included in these classes, with the maximum number of students being 14-16, depending on the severity of the exceptionality. The focus is on individual instruction with as much integration into the regular classroom as appropriate. Students follow an individualized academic program with a strong focus on social and life skills. Students are accepted into the program based on prioritized and identified needs of the school(s).

Program Locations: Central Algoma Secondary School
Elliot Lake Secondary School
W. C. Eaket Secondary School
Michipicoten High School

Ministry's Provincial & Demonstration Schools

The Ministry of Education also operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide pre-school 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; and,
- play a valuable role in teacher training throughout the province.

Provincial and Demonstration schools throughout Ontario provide programs and services for deaf, deaf-blind, and severely learning-disabled students. Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

The following is a list of Provincial Schools and Provincial Demonstration schools within the Province of Ontario.

Provincial Schools for the Deaf	Provincial Demonstration Schools (LD)
Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Phone: 905-879-2851 TTY: 905-878-7195	Trillium School 347 Ontario Street South Milton, ON L9T 2X9 Phone: 905-879-8428
Robarts School P.O. Box 7360, Station E London, ON N5Y 4V9 Phone and TTY: 519-453-4400	Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Phone: 519-453-4408
Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Phone and TTY: 613-967-2823	Sagonaska School 350 Dundas Street West Belleville, ON K8P1B2 Phone: 613-967-2830
Provincial School for the Blind & Deaf-Blind	Francophone School for the Deaf and for Those with Learning Disabilities
W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Phone: 519-759-0730	Centre Jules-Léger 281 rue Lanark Ottawa ON K1Z 6R8 Phone: (613) 761-9300

When attending these schools, students are transported to the nearest airport. They are accompanied by a guide at the airport and transported to the provincial schools each Monday. They return home every Friday.

Further information regarding Provincial Schools and Provincial Demonstration Schools is available in the Algoma District School Board Special Education Plan.

The Identification, Placement, Review Committee (IPRC) Process

An Identification, Placement, Review Committee (IPRC) determines whether a student should be **identified** as exceptional according to the categories and definitions of exceptionalities provided by the Ministry of Education, decides the appropriate **placement** for the student; and **reviews** the identification and placement at least once in each school year.

Regulation 181/98 requires that all school boards establish IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board.

Convening An IPRC Meeting

An IPRC meeting may be convened in one of two ways.

- 1. Upon receiving a written request from a student's parent(s)/guardian(s), the Principal of the school must refer the student to an IPRC.**

This usually occurs when a parent has received documentation or other assessments from an outside professional, which, in discussion with the school, is found to be compatible with the Board criteria for identification.

- 2) The Principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC.**

This usually occurs when an assessment has occurred, and the student's profile meets the criteria for Identification in a specific category.

Who May Attend the Initial IPRC Meeting?

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers. Although parents are not, by Ministry regulation, a member of the committee, they are an integral part of the collaborative process.

The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, has the right to attend the IPRC meeting

Either the parent or the Principal of the student's school may make a request for others to attend the IPRC meeting. These may include:

- if required, other resource people such as the student's teacher, Special Education Resource Teacher, Board support staff, or the representative of an agency, who may provide further information or clarification;
- a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student; and
- an interpreter, if one is required, e.g., sign language, oral, specific language.

Prior to The Initial IPRC Meeting

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a statement of approximately when the IPRC will meet.

At least 10 days before the IPRC meeting date, the Principal of the school will provide written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's identification and placement.

This letter will provide notification of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Prior to the IPRC, background information will be collected from a variety of sources, which may include, but not limited to, the OSR, information from parent(s)/guardian(s), assessment information, assessments from external sources (which will be reviewed by appropriate Special Education staff), information from outside agencies (where appropriate), medical information, and/or information based on the observations and insights of the classroom teacher.

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 or a summary of information.

If parent(s)/guardian(s) are unable to attend the scheduled meeting.....

- contact the school principal to arrange an alternative date or time; or
- notify the school principal you will not be attending but the meeting may occur in your absence. The principal will forward to you, for consideration and signature, the IPRC's written statement of decision, noting the identification and placement and any recommendations regarding special education programs and services.

The IPRC Meeting

The role of the Chair (usually the principal) is to:

- Establish a warm, welcoming environment
- Introduce all participants and establish the purpose of the meeting
- Lead the discussion and encourage input from all participants
- Ensure that all relevant information is shared
- Keep the meeting focused and bring closure to the discussion
- Summarize the decisions, explaining them clearly
- Ensure that the necessary documentation has been completed
- Secure signatures as appropriate.

During the meeting, the Committee will review available information about your child. They will:

- consider educational assessments;
- consider a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
- interview your child, with your permission, if the child is less than 16 years of age, if they feel it would be useful to do so;
- consider any information that the you submit about your child or that the student submits if he or she is 16 years of age or older; and
- consider any information submitted to the Committee that it considers relevant.

The IPRC may also discuss any proposal made about a special education program or special education services for the student. However, the role of the IPRC is to determine identification and placement – the committee does not make decisions regarding programming and services.

You, as the parent, are encouraged to ask questions and join in the discussion.

Following the discussion, after all the information has been presented and considered, the Committee will make its decision on Identification and Placement.

Following the IPRC meeting, parents will receive a copy of the IPRC Statement of Decision and a copy will be placed in your child's OSR.

Statement of Decision

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 categories and definitions of any exceptionalities identified, as they are 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.

If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC has identified your child as exceptional and you have **agreed** with the IPRC identification and placement decision, 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.

If you require additional time to consider the IPRC decision, the signing of the form is delayed until you are ready to sign your agreement, or you indicate your plan of action as a result of your disagreement with the decision.

However, if the IPRC is not signed within 31 days of receipt and the process to reconvene or an appeal has not been initiated by you as the parent(s)/guardian(s), the Principal will notify you in writing that the IPRC decision/placement is being implemented.

Review

An IPRC Review Meeting is held with you each school year, unless the principal of the school at which the special education program is being provided, receives written notice from you, the parent(s)/guardian(s), dispensing with the meeting. This usually occurs if no changes in identification or placement are anticipated.

You may request a IPRC Review Meeting any time after your child has been in a special education program for three months. The IPRC Review considers the same type of information that was originally considered.

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.

Disagreeing with the IPRC Decision

If you **do not agree** with either the identification or placement decision 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 notice of appeal with:

***Lucia Reece, Secretary of the Board
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7***

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 and you do not appeal it, the board will instruct the principal to implement the IPRC decision.

Appealing 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 notification of your intention to appeal the decision to:

***Lucia Reece, Director of Education & Secretary of the Board
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7***

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

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 persons (one of whom is to be selected by you, the parent/guardian) 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 he or she has been selected (unless parents/guardians 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(s)/guardian(s), and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions; the appeal board must make its recommendations within three days of the meeting ending; it may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make recommendations 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 recommendation;
- 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 appeal 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.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) of the Algoma District School Board holds monthly meetings during the school year. SEAC information and meeting dates are published on the ADSB web site: www.adsb.on.ca

SEAC meetings enable each member to provide input on the particular needs of the association they represent, to bring valuable information from their association, to work collaboratively with the Board to ensure that the needs of all exceptional students are met, and to advise the Board about Special Education programs and services.

SEAC meetings also provide the opportunity for Special Education department personnel to keep SEAC members up to date on Board initiatives, activities, and programs and services for students with special education needs. SEAC may make recommendations to the Board on a variety of topics related to special education, and participates, both in the annual review of the Special Education Plan, and in the review of the annual budget and finances for Special Education. Meetings of the SEAC are open to the public.

The chair of the SEAC reports all correspondence to the membership. Often, letters of concern are received from other school boards to provide information or request the support of the Algoma SEAC. The Algoma SEAC will also write letters promoting special education to the Ministry of Education.

The System Administrator for Special Education, the Superintendent of Education, and two trustees attend all meetings and so are able to respond directly to concerns from the members about pending legislation, new programs, budget questions, etc.

A list of SEAC members may be found on the following page.

**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
2022-2026**

Name	Organization/Interest	Work Phone
MICK, Pat *CHAIR*	Member-At-Large	(705) 779-2403 patriciamick41@gmail.com
SNIDER, Clint	Algoma Family Services	705-945-5050 ext 2032 csnider@algomafamilyservices.org
TUOMI, Margaret	Autism Ontario	(705) 542 1794 mrstuomi@gmail.com
BARBEAU, Margaret	Community Living Algoma	(705) 253-1700 mbarbeau4@icloud.com
IACOE, Sergio	Community Living Algoma (Alternate)	(705) 253-1700 ext 3005 Sergio.lacoe@cla-algoma.org
GAUTHIER, Amanda	THRIVE Child Development Centre	(705) 759-1131 ext 229 agauthier@kidsthive.ca
SIMON, Velma	Member-At-Large	(705) 989-6662 velma.simon@saultcollege.ca
KITTS, Sherri	North Shore Tribal Council	(705) 946-3933 ext 217 skitts@gardenriver.ca
LAMBERT, Rachelle	North Shore Tribal Council (Alternate)	rlambert@batchewana.ca
EVANS, Sheryl	Trustee – ADSB	(705) 943-9072 evanss@trustee.adsb.ca
WHITLEY, Heather	Trustee- ADSB	(705) 206-4175 whitleyh@trustee.adsb.ca
MEYERS, SUSAN	Trustee- ADSB (Alternate)	(705) 256 - 6128 meyerss@trustee.adsb.ca
ADMINISTRATION (Resource to SEAC)		
VALLEE, Brent	Superintendent of Education – ADSB	705-945-7297
VIITA, Kristen	System Administrator – ADSB	705-945-7111 ext 10258
PHILLIPS, Charlene	Recording Secretary - ADSB	705-945-7297

Updated June 1, 2024

Questions and Concerns:

The following provides a step-by-step listing of ADSB staff to whom questions or concerns regarding special education programs and/or services should be addressed:

- a) Classroom teacher
- b) Special Education Resource Teacher/Special Education Lead
- c) Principal or Vice-Principal
- d) Special Education Assignment Teacher (SEAT)
- e) System Administrator for Special Education
- f) Superintendent of Special Education
- g) Director of Education
- h) Trustee/Chair of the Board
- i) Ministry of Education

Additional Information:

- **Website – www.adsb.on.ca**
Additional information related to special education programs and services is available on the Algoma District School Board's website. Please follow the Special Education tab for information specifically related to special education.
- Dial toll free to the Sault Ste. Marie Education Centre at **1-888- 393-3639** or dial direct at **705-945-7111**.
- **Kristen Viita**, System Administrator for Special Education - 705-945-7111 ext. 10258
- **Brent Vallee**, Superintendent of Special Education
Algoma District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7
Phone: 705-945-7297





B. 5 DIRECTOR'S REPORT TO THE BOARD

DATE: 2024 06 11

**SUBJECT: ADULT AND CONTINUING EDUCATION PROGRAM ORGANIZATION
FOR 2024-25 SCHOOL YEAR**

5.1.0 Information

5.1.1 Organization

The following is the proposed Continuing Education programming and organization for the 2024-2025 school year and is subject to the program operating on a cost recovery basis and as per Ministry of Colleges and Universities (MCU) and Literacy and Basic Skills (LBS) contracts. All programs will continue to be reviewed in the 2024-2025 school year to make the most efficient use of space, funding and resources.

Administration of Adult & Continuing Education:

- ◆ Lead Principal – Principal of Algoma Education Connection
- ◆ Site Administrators – District Principals

Sault Ste. Marie Area

- ◆ Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands
- ◆ Literacy and Basic Skills instructors to meet enrolment demands
- ◆ English as a Second Language (ESL) instructors to meet enrolment demands

Central Algoma Area

- ◆ Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands
- ◆ Literacy and Basic Skills instructors to meet enrolment demands

North Shore Area

- ◆ Contract Teacher for Adolescent students (Elliot Lake)
- ◆ Continuing Education instructors (Adult Day School, Night School, Summer School) to meet program demands
- ◆ Literacy and Basic Skills instructors to meet enrolment demands

Chapleau

- ◆ Literacy and Basic Skills instructors to meet enrolment demands

B. 5 DIRECTOR'S REPORT TO THE BOARD

DATE: 2024 06 11

**SUBJECT: ADULT AND CONTINUING EDUCATION PROGRAM ORGANIZATION
FOR 2024-2025 SCHOOL YEAR**

5.2.0 Recommendation

5.2.1 It is recommended that the Board approve the proposed organization of the Adult and Continuing Education Program and Literacy and Basic Skills for 2024-2025 as outlined in the Director's Report to the Board 2024 06 11 subject to enrolment and budget.

5.3.0 Proposed Resolution

5.3.1 That the Board approve the proposed organization of the Adult and Continuing Education Program and Literacy and Basic Skills for 2024-2025 as outlined in the Director's Report to the Board 2024 06 11 subject to enrolment and budget.

B.6 Director's Report To The Board

Date: 2024 06 11

Subject: TRUSTEE TRAVEL – The 2024 OPSBA Indigenous Trustee Council Meeting

6.1.0 Background & Information

6.1.1 The 2024 OPSBA Indigenous Trustee Council Meeting will be held in Toronto from August 22nd to August 23rd, 2024. Vice-Chair Johnston wishes to attend.

6.2.0 Recommendation

6.2.1 It is recommended that approval be granted to Vice-Chair Johnston to attend the 2024 OPSBA Indigenous Trustee Council Meeting being held in Toronto from August 22nd to August 23rd, 2024.

6.3.0 Proposed Resolution

6.3.1 That approval be granted to Vice-Chair Johnston to attend the 2024 OPSBA Indigenous Trustee Council Meeting being held in Toronto from August 22nd to August 23rd, 2024.



ALGOMA DISTRICT SCHOOL BOARD

Board Meeting Schedule 2024-2025

Tuesday, September 24, 2024	- Regular Board Meeting	- 7:00 p.m.
Tuesday, October 8, 2024	- Committee of the Whole Board	- 7:00 p.m.
	(+ 25 yr. celebration)	
Tuesday, October 29, 2024	- Regular Board Meeting	- 7:00 p.m.
Tuesday, November 12, 2024	- Committee of the Whole Board	- 7:00 p.m.
Tuesday, November 26, 2024	- Regular Board Meeting	- 7:00 p.m.
Tuesday, December 3, 2024	- Organizational Meeting	- 5:30 p.m.
Tuesday, January 14, 2025	- Regular Board Meeting	- 7:00 p.m.
Tuesday, February 4, 2025	- Committee of the Whole Board	- 7:00 p.m.
Tuesday, February 25, 2025	- Regular Board Meeting	- 7:00 p.m.
Tuesday, March 25, 2025	- Regular Board Meeting	- 7:00 p.m.
Tuesday, April 8, 2025	- Committee of the Whole Board	- 7:00p.m.
Tuesday, April 29, 2025	- Regular Board Meeting	- 7:00 p.m.
Tuesday, May 13, 2025	- Committee of Whole Board	- 7:00 p.m.
Tuesday, May 27, 2025	- Regular Board Meeting	- 7:00 p.m.
Tuesday, June 17, 2025	- Regular Board Meeting	- 7:00 p.m.

Please note: **Dates of OPSBA Conferences:**

Northern Conference October 26-27, Thunder Bay

P.E.S. Conference January 24-25, Toronto

Labour Relations May 1-2, TBD

OPSBA A.G.M. June 12-14, TBD



Algoma District School Board
Fiscal 2023-24 Q3 Report
For the 9 months ended May 2024

	Approved Budget (Annual)	Revised Estimates (Annual)	Q3 Actuals (Sept - May)	YTD Spend as % of Budget
Total Revenue	208,174,525	195,024,452	175,299,074	84.2%
Expenditures				
Classroom	122,868,217	113,930,652	103,230,020	84.0%
Non- Classroom	85,306,308	81,093,800	70,430,362	82.6%
Total Expenditures	208,174,525	195,024,452	173,660,381	83.4%