



2017-2018

(DRAFT)

Special Education Board Plan

Mission Statement

Students, Staff and Board of Ministik School will work together to create a positive learning environment where we can develop our strengths and fulfil our potential. We promote the spiritual, emotional, mental, and physical health and well-being of ourselves, our students, and our community. Academic excellence with a respect for our Cree culture, language, and traditions, is the framework for this vision.

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Section A

Submission and Availability of School Board Special Education Plan

Two copies of the Board's Special Education Plan, after approval by the School Board, will be forwarded to the Regional Office of the Ministry of Education in North Bay by July 31st. Accompanying the Plans will be a letter from the Secretary of the Board that confirms that the Board's Special Education Plan is now submitted in accordance with the requirements of Regulation 306 and in keeping with the "Standards for School Boards' Special Education Place, 2000." Copy of the Board's motion of approval of the plan and the date of approval will also be included. In addition, a copy of any related motion recommendations from S.E.A.C. must be enclosed.

The availability of the Board's Special Education Plan will be made public at the same time that it submits the School Board approved Plan to the Ministry. Copies of the Plan will be available for community scrutiny from the School Board Office, from the Principal's Office and from the Special Education Resource Department at Ministik School. Copies will also be distributed to S.E.A.C. members and the Parent Council of Ministik School. The Plan will be made available on the school website

Special Education Board Plan

"These standards support the government's goal of ensuring that exceptional students in Ontario receive the best-quality education possible"

In accordance with Regulation 306, each school board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the ministry. Each 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.

The Standards of Special Education Board Plans

<https://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>

A Copy of the Special Education Board Plan will be made available to Board Staff and the public on our Board website www.mfidsab.ca or by following the link:

<http://mfidsab.ca/ministikschool/circle-of-care-ministik-school-wellness-team/special-education-board-plan/>

The following Procedures are conducted yearly to provide for an ongoing review of the Special Education Plan and any amendments made to the Special Education programs and services.

Review Process

The Supervisory Officer, with the assistance of the Principal, ensures that the annual review is conducted and submitted to Special Advisory Committee (S.E.A.C) and to the Moose Factory Island District School Area Board (M.F.I.D.S.A.B) on or before the 15th day of May in each year. Included in the submission is any specific qualitative information or quantitative data requested by the Ministry in regards to the M.F.I.D.S.A.B Special Education Plan. The revised and approved plan is then submitted by the Supervisory Officer to the Ministry of Education North Bay/ Sudbury District Office by the 31st day of July each Year.

Those involved in the review and recommendations for changes and modifications will include the Supervisory Officer, the School Administrator, the Special Education teacher, and the S.E.A.C. The review may also include input from parents, classroom teachers, education assistants, students and the School Council. Input from these stakeholders may be provided through surveys, meetings, interviews and/or presentations. This review will ensure that the needs of exceptional pupils and the delivery system of the special education programs and services have been considered.

Community members, including parents, are provided with public notice of the dates and locations of S.E.A.C meetings and shall be allowed to provide input into the Special Education Plan at any one of these S.E.A.C meetings. Where a parent or community member wishes to attend a Board meeting with Special Education concerns they should first be referred to S.E.A.C meeting. A summary of their concerns will be entered into the S.E.A.C. Meeting Minutes and will then be reviewed by the board. Feedback will be provided through the Supervisory Officer.

To ensure that the S.E.A.C has pertinent information regarding the Special Education services provided by the School Board, a report will be provided by the Special Education Resource Department at the fall and winter meetings of the S.E.A.C., and at any other monthly meeting upon request of the S.E.A.C. The content of the reports of the S.E.A.C. shall include the following.

- a description of special education programs and services provided by the School Board.
 - the number of identified and non-identified students receiving special education services
 - the staffing of special education programs including the teachers and assistants
 - the services provided by external agencies and professionals
-

Any proposed changes for special education programs and services will be presented and discussed at the meeting of the S.E.A.C

Philosophy

EDUCATION IS THE RIGHT OF EACH ONTARIO CHILD AND THE FOUNDATION ON WHICH THE FUTURE IS BUILT. EDUCATION OF CHILDREN IN MOOSE FACTORY SHALL HAVE A HIGH DEGREE OF EXCELLENCE, DEPTH, AND DIVERSITY AND SHALL INCORPORATE MOOSE FACTORY'S CULTURE AND LIFESTYLE CURRICULUM AS AN ADDITIONAL DIMENSION OF RICHNESS.



Section B

Objectives

To Provide Through Our Education System:

- Staff and programs which will provide opportunities for each child to develop intellectually, physically, socially, and morally to his/ her fullest potential
- Programs in local language and culture, which will build the self-concept and identity of students and enhance the richness of the traditional lifestyle of this area
- A positive healthy educational climate, diverse in variety, and yet challenging in content and expectations
- A centre in which the community can participate in planning for their children's future and also use their own education and recreation

Initiatives

It is the belief of the MFIDSAB that inclusion is consistent with the goal of providing the highest quality of education possible for all children and youth in our school system. The equality of all children is valued. Therefore, where the student is identified as having exceptional needs in the learning process, the Board believes that the student should have the option of accessing the support programs and services required to receive instruction based on the student's strengths and needs within the regular classroom environment. Therefore, where full inclusion meets the needs of the student and reflects the wishes of the parent, this will be the norm. Where the needs of the student cannot be met within the regular classroom, the Board will endeavour to provide needed services in the least restrictive environment possible, which may be to provide partial withdrawal from the regular classroom or placement with the fullest degree of inclusion possible.

Ontario Human Rights Commission: Guidelines to Accessible Education

In accordance to the Ontario Human Rights Commission the MFIDSAB endeavours to build or adapt educational services to accommodate students with disabilities in a way that promotes their inclusion and full participation. Preventing and removing barriers means all students should be able to access their environment and face the same duties and requirements with dignity and without impediment.

Principles of accommodation

Accommodation is a means of preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to student strengths.

The MFIDSAB with support from the SEAC takes a preventative as well as an interventionist approach in its provisions of special education and resource services. The School Board's special education services include the following: through individual assessment, resource support to teachers, immediate and direct intervention with strategic instruction to students exhibiting learning difficulties, ongoing monitoring of the progress of any student previously referred, and early intervention to students requiring speech and language therapy. Resource support to both teachers and students is also provided to ensure the delivery of enriched or differentiated programming to students who exhibit advanced academic ability and who may or may not be identified as gifted.

In accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and Regulations, and any other relevant future legislation, the Board recognizes and affirms that the Special Education Plan is designed in accordance with all legal requirements. Changes to the Plan shall occur if, and when, the Board is notified that their Plan is in conflict with existing statutes and regulations.

The Board recognizes that in 1997, the Ontario Government introduced a new Curriculum for Ontario schools. The Board believes that ALL students should be given the opportunity to meet the expectations of this curriculum. Support for this position is found in the Ontario Curriculum Grades 1-8 as follows:

The Ontario Curriculum, Grades 1-8: Mathematics and Language 1997 are intended for use with all students, including exceptional students. Students who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) may have their program adapted. Parents will discuss appropriate adaptations with school staff, and understand how these adaptations affect the assessment and evaluation of the student's work. Some exceptional students may need to be given the opportunity to participate in special programs that will help them achieve at the highest possible level. Current legislation applies to this Curriculum and may affect both those students who have not reached the expectations for the grade and those who have exceeded them.

In accordance with the Ministry of Education's beliefs that exceptional students should receive appropriate special education programs and services in the most enabling setting that will meet their needs, this Board provides a program delivery model which supports the range of individual learning needs encountered by students in this school system. The programs and services offered also support the Ministry of Education's belief that students have regular opportunities to interact with peers, to enjoy the life of the school, and to participate in local community activities. Most students' needs are met in the regular classroom, with resource support. Students accessing these services may or may not be formally identified through the Identification, Placement, and Review Process. There are some students who require more intensive support, and these students may receive programming in a self-contained setting and/or receive additional support from an educational assistant.

A **Special Education Program** is defined in the Education Act as an education program that:

- Is based on and modified (changed) by the results of on-going assessments and evaluation
- Includes a plan (called an Individual Education Plan) containing specific expectations
- Includes an outline of special services that meet the needs of the exceptional learner

Special Education Services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program



PROGRAMS, PLACEMENTS AND SERVICES

The Board considers the regular classroom as the first option for placement of all students including those with Exceptionalities. In many cases, Exceptional students will have the support of a Special Education Resource Teacher, either within the regular classroom or through the Resource Withdrawal Program.

Modifications to a student's program depend upon each individual pupil's strengths and needs. These strengths and needs are determined through educational assessments conducted by the Special Education Resource Teacher, in consultation with classroom teachers and parents, as well as any recommendations by outside specialists such as Psychologists, Psychometrists, Speech-Language Pathologists, Physical or Occupational Therapists, and Physicians. The type, duration and amount of Resource support or Resource Withdrawal is dependent upon the strengths and needs of each pupil and the progress that they make within the school year. Each pupil is considered on an individual basis and not on the exclusive basis of their Exceptionality.

Indirect Services

The student receives all direct instruction within the classroom setting from the regular classroom teacher. The teacher is provided consultative support services. Students generally receiving this level of support have learning needs which can be met successfully by the classroom teacher with some curriculum modifications and accommodations to achieve same grade-level expectations as the Ontario Curriculum.

Resource Services

The student receives all instruction within the regular classroom and is also provided some direct specialization instruction within the classroom setting (either individually or in a small group) from a special education teacher. The teacher is provided consultative support from the Special Education Staff. This service will normally take place in the regular classroom, but will be provided on a withdrawal basis for periods of time, as needed, outlined in the student's IEP.

Resource Services

Resource to the Student

The student receives all instruction within the regular classroom, but is also provided with some direct specialized instruction within the classroom setting (either individual or in a small group) from a Special Education Teacher. Students generally receiving this level of support require accommodations including additional support to achieve same grade-level expectations or different grade-level expectations within the Ontario Curriculum.

Resource to the Teacher

For all students with special learning needs, the Special Education staff is an available resource to assist classroom teachers with strategies, methods and materials specific to student needs. Support will be scheduled based on the needs of the student and the amount of time may vary over the course of the year.

Withdrawal Service

The majority of the direct instruction is provided within the regular classroom, but the student may also receive some major instruction in a small group or individual withdrawal program which targets a specific need for a specific period of time. The focus is to teach learning strategies, specific academic skills, or speech production, which will assist the individual's ability to achieve expectations within the Ontario Curriculum closer to his/her grade placement. Resource withdrawal support will be scheduled based on the needs of the student and the amount of time may vary over the course of the year.

Learning Resource Room

The Learning Assistance Centre is available to most Junior and Intermediate level students that have been identified through the Identification, Placement and Review Committee (I.P.R.C) and are on an individual Education Plan (I.E.P). Their needs are generally specific to having access to individualized support, alternative work space and/or assistive technology (word processing, speech to text programs, calculators etc.)

The supported learning approaches in the Centre: to encourage independent thinking skills, develop assistive technology skills, and develop positive attitude towards their learning. Planning for student learning activities is provided by the classroom teachers and special education personnel. All students are encouraged to positively engage and model responsible behaviour through assigned work and keeping the centre organized and functional.

The Roles and Responsibilities in Special Education

The Ministry of Education has begun to define roles and responsibilities in elementary education in several areas:

- Legislative and policy framework
- Funding
- School System Management
- Program and Curriculum

The Ministry

Defines through the Education Act, regulations and policy/program memoranda, the legal obligations of school boards regarding the provisions of special education programs and services, and prescribes the categories and definition of exceptionalities;

Ensures that the School Board provides 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 achievement;

Requires School Boards to maintain Special Education Plans, review them annually, and submit amendments to the ministry;

Requires the School Board to establish Special Education Advisory Committee (S.E.A.C);

Establishes Special Education Tribunals to hear disputes between parents and School Board regarding the identification and placement of 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 School Authority/ School Board

Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;

Monitors school compliance with the Education policy/ program memoranda

Requires staff to comply with the Education policy/ program memoranda

Provides appropriately qualified staff to provide programs and services for 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 Ministry of Education;

Provides statistical reports to the ministry as required and requested;

Prepares a Parent Guide to provide parents with information about special education programs and services, and procedures;

Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placement for pupils;

Establishes a Special Education Advisory Committee;

Acts as a resource to the S.E.A.C;

Provides professional development to staff on special education;

The Special Education Advisory Committee (S.E.A.C)

Makes recommendations to the Board with respect to the matter affecting the establishment, development, and delivery of special education programs, services for exceptional pupils of the board;

Participates in the board's annual review of the 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

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 (see appendix B for Roles-Qualification and Attributes);

Communicates Board policies and procedures about special education to staff, students, and parents at least once per year;

Ensures that identification and placements of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;

Acts as chairperson at the Identification, Placement and Review Committee meetings;

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 the IEP for each student is updated, and discussed with parents, for each

reporting term, a copy of the final IEP will be sent home at the final reporting period in June.
Ensures that appropriate assessments are requested if necessary and that parental consent is obtained;
Ensures that adequate professional development services are available to special education teachers;
Maintains an overview of the special education needs of children throughout the School system through consultation with the Special Education Resource Department;
Is an active participant in the review of the Special Education Board Plan;
Through the Supervisory Officer, makes special education recommendations

The Classroom Teacher

Carries out duties as outlined in the Education Act, regulations, and policy/ programs memoranda;
Follows Board policies and procedures regarding special education;
Maintains up-to-date knowledge of special education policies;
Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
Communicates the student's progress to parents;
Works with other School Board staff to review and update the student's IEP;
Is aware of his/her responsibilities for early and ongoing identification of exceptional students;
Seeks assistance from the Special Education Department to access suggestions for program materials, strategies and methods to meet the needs of his/ her exceptional students;
Participates in the Identification, Placement and Review Committee upon request, either by providing pertinent information for the IPRC's and/or by participating in the IPRC meeting if required

The Special Education Resource Teacher

***In addition to the responsibilities listed under "The Classroom Teacher"**
Holds qualifications, in accordance with Regulation 298, to teach Special Education;
Assists in the development of the IEP for specific students, and monitors the student's progress with reference to the IEP and modifies the program as necessary;
Assists in Providing Educational Assessments for exceptional pupils;
Provides resource, withdrawal services for various exceptionalities as determined exceptional by the Identification, Placement and Review Committee;
Coordinates, initiates and may act as chairperson on all aspects of the IPRC process;
Is a member of the team meeting regarding specific students;
Ensures that all referral information and required data is collected and made available to the IPRC;

Ensures that parents are kept informed at every step of the referral process;
Provides input in the coordination of Special Education programs and Education Assistant with their program;
Is a resource person for the S.E.A.C;
Ensures that a copy of the updated version of Ministik Special Education Handbook and also a copy of the Board's Special Education Plan be available to staff throughout the school year;
Submit all applications for SEA funding (special Equipment Application)
***Appendix B for a complete job description**

Education Assistant

When required, to upgrade qualification if it is required by the Ministry or the Board to meet the needs of an identified student (i.e. obtain CPI) Crisis, Prevention and Intervention training provides support to the identified student;
Assists in the program implementation of specific goals and expectations outlined in the IEP for the assigned student;
Assist in the integration of these students into an inclusive classroom setting;
Provide input at team meetings in the development of program goals

The Parent

Familiarize themselves with board policies and procedures in areas that affect their child;
Participate in IPRCs, parent-teacher conferences, and other relevant school activities;
participate in the planning of the student's Individual Education Plan (IEP);
Become acquainted with the school staff who work with the student;
Support the student at home;
Work with the school principal and teachers to solve problems;
Responsible for the student's attendance at school

The Student

Complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda; complies with board policies and procedures;
Participates in Identification, Placement, and Review Committees (IPRCs), parent-teacher conferences, and other activities, as appropriate.

Shared Solutions- A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs. 2007

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf#page=45>

Section C Exceptionalities

Ministry Exceptionalities and Ministik IPRC Statistics 2016/2017 (2017/2018 TBD)

In making decisions regarding exceptionality the Moose Factory Island District School Area Board’s Identification, Placement and Review Committee uses the current categories and definitions of exceptionality provided by the Ministry of Education.

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 special education program..” Students are identified according to categories and definitions of exceptionalities provided by the Ministry of Education and Training.

Category	Ministry of Education Definition	Identified Students
Behaviour	A Learning disorder characterized by specific behaviour problems over such a period of time, and to such a degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: <ul style="list-style-type: none"> ● An inability to build or maintain interpersonal relationships ● Excessive fears or anxieties ● A tendency to compulsive reaction or ● An inability to learn that cannot be traced to intellectual, sensory, or other health factors or any combination there of 	6
Communication		
Autism Spectrum Disorder	A severe learning disorder that is characterized by: A disturbances in: <ul style="list-style-type: none"> ● Rate of educational development ● Ability to relate to the environment ● Mobility ● Perception, speech and language Lack of the representational/symbolic behaviour that precedes language	5
Deaf and Hard of Hearing	An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound	0
Learning Disability	A learning disorder evident in both academic situations and social perception/ interactions. Learning disabilities may also cause difficulties with	9

	<p>organizational skills. LD involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and is characterized by a condition that:</p> <p>Is not primarily the result of</p> <ul style="list-style-type: none"> ● Impairment of vision ● Impairment of hearing ● Physical handicap ● Developmental disability ● Primary emotional disturbance ● Cultural difference <p>Results in a significant discrepancy between academic achievement and assessed intellectual ability with deficits in one or more of the following</p> <ul style="list-style-type: none"> ● Receptive language (listening, reading) ● Language processing (thinking, conceptualizing, integrating) ● Expressive language (talking, spelling, writing) ● Mathematical computations <p>May be associated with one or more conditions diagnosed as</p> <ul style="list-style-type: none"> ● A perceptual handicap ● A brain injury 	
<p>Language Impairment</p>	<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol of communication, which may be associated with neurological, psychological, physical or sensory factors which may;</p> <p>-Involve one or more of the form, content and function of language in communication and</p> <p>-Include one or more of the following:</p> <ul style="list-style-type: none"> ● Language delay ● Dysfluency ● Voice and articulation development, which may not be organically or functionally based 	<p>2</p>
<p>Speech Impairment</p>	<p>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 characterised by impairment in articulation, rhythm and stress.</p>	<p>0</p>

Intellectual		
Gifted	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth beyond those normally provided in the regular school program, to satisfy the level of educational potential indicated	0
Mild Intellectual Disability	A learning disorder characterized by: <ul style="list-style-type: none"> • An inability to profit educationally within a regular class without the need of considerable curriculum modification and support services • An inability to profit educationally within a regular class because of slow intellectual development • A potential for academic learning, independent social adjustment and economic self-support 	11
Developmental Disability	A severe learning disorder characterized by: <ul style="list-style-type: none"> • An ability to profit from a special program for students with mild intellectual disabilities because of slow intellectual development • An ability to profit from a special education program that is designed to accommodate slow intellectual development • A limited potential for academic learning, independent social adjustment and economic self-support 	0
Physical		
Blind/ Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely. Ministry Policy/Program	0
Multiple	A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.	10

Formal Exceptionalities	(formally identified as exceptional with an IPRC)	40
Informal Learning needs	(student has an IEP but not identified as exceptional with an IPRC)	26
Student Served		66

Students Accessing Special Education Services or Programming	Students Served
Individualised Programming based on Exceptionalities	40
Individualised programming based on Academic Need	26
Alternative Programming Speech and Language Occupational/Physiotherapy	12
Wellness groups/ Counselling one-on-one	24
Referrals (outside agencies)	36
Total students accessing Special Education Services or Programming	102

Section D Support Staff Services

Range of Support Personnel

The MFIDSAB has employed and allocated a range of teaching and non-teaching personnel to ensure the delivery of special education programs and services. These include Special Education Resource Teachers, Education Assistants.

Numerical Data

The full-time equivalent (F.T.E) staffing for the present delivery of Special Education Programs and Services within the MFIDSAB is allocated to the following positions/ programs.

Special Education Resource Teacher	1
Literacy Intervention Teacher	1
Special Educational Resource Assistants	6

Qualifications of Support Personnel

To ensure a high level of efficiency in the delivery of special education programs and services, the MFIDSAB seeks to hire and allocate personnel who demonstrate the attributes and hold the qualifications outlined and presented in **Appendix B**.

Special Education Staff

Special Education Staff	Full Time Equivalent	Staff Qualifications
Special Education Teacher	1.0	Specialist in Special Education, CPI Training. Edu Grief Therapy
Literacy Intervention Teacher	1.0	Reading Specialist, Special Education AQs
Education Assistants	6	CPI training, ABA training, etc
Psychologists	Services purchased as required	PH.D. Psychology Member of the College of Psychologists
Speech and Language Pathologist	CTC	
Occupational Therapist	CTC	
Physio Therapist	CTC	
Counsellor	Moose Cree Health Services	
Mental Health Lead		As Per Ministry Education

Staff Development Plan

Arrangements for the provisions of specific in-service training for special education staff and classroom teachers are organized by the School Administration with input on needs from the staff.

The overall goal of the Special Education and Teaching Staff Development Plan is to ensure that the needs of all Exceptional students are met. This means that the staff must be prepared to serve the needs of students who fit a variety of profiles. Special Education and teaching staff therefore require the following types of in-service opportunities; general information about Exceptionalities; assistive strategies for students with a variety of learning strengths and needs; specific training to deal with intensive needs, such as Autism (as the need arises); direct instruction and training in the use of specialized methods, programs and materials; collaborative planning experiences; and information about Ministry of Education Standards and Special Education.

Priorities for training and development are determined by the need of the students. Training will be provided in specific exceptionalities, methods or materials used, depending upon the severity of need. For example, if a specific child with severe Autism is enrolled, then staff who are working with the child, will receive the appropriate training immediately. Plans for generalized training will be superseded. Secondary to the needs of the students, are the changing needs of the Special Education staff. Staff turnover may necessitate the need to offer training and staff development opportunities more than once within a two year period.

Staff who attend workshops, conferences, and training sessions with regard to the legislation and Ministry policies, are required to provide In-Service to the rest of the staff. This may include providing activities during a staff meeting as well as the distribution of materials to staff members. It may also include holding a Workshop for interested staff members, either during a Professional Development Session or after school hours.

Financial Assistance for PD

All teaching and support staff may make application for financial assistance to attend workshops and/or meetings related to the provisions of education programming for special needs students through the P.D. Committee. When

required, financial assistance can be accessed for the S.E.R.T's to attend Regional Coordinator's meetings and the local Area Special Education Committee meetings. S.E.A.C may recommend and/or approve for professional development to the appropriate personnel in order to serve special education students adequately. The M.F.I.D.S.A.B also offers a Professional Development Subsidy for Teachers for up to four courses per year.

Review of Professional Development Needs

The needs of all staff are continually assessed through the ongoing collaboration of the school administration, teaching staff, and support staff using face-to-face discussions and surveying techniques.

Each School Year

IEP Review	The new IEP standards being implemented through the use of an electronic IEP format is under the direction of the Special Education Department. An in-service "IEP review" is scheduled for September of each year for new teachers.
Special Education Handbook	At the beginning of every school year, the M.F.I.D.S.A.B. Special Education Handbook for Classroom Teachers, is distributed to all teaching staff. This handbook contains information about Ministry requirements and Board Policy and Practices. The Handbook is reviewed by the Special Education Resource Department and presented to staff. This Handbook is revised in keeping with changing Ministry of Education and Board Standards, policies and practices. In addition the Handbook notifies the staff of the existence of the Board Plan of Special Education and provides information on accessing the information contained in the plan. (where to find it online)
Education Assistants P.D.	Each school year, EAs will be advised of the opportunity to enroll in I.D.E.A., an online workshop series designed for Educational Assistants and support personnel working with children with special needs. This series of workshops is offered through the Special Needs Opportunity Window (SNOW). The website address is : http://snow.utoronto.ca/prof_dev/eaworkshops/eaworkshops.html As well, Educational Assistance are encouraged to enroll in local education workshops such as PRINTS and/or Mother Goose with its primary focus on oral language development in young children

S.E.A.C E-Learning	The Ministry has released an E-Learning Module to provide access to a common web site for S.E.A.C members, teachers, parents and other persons interested in learning about Special Education www.teachspeced.ca
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Special Education Professional Development

Role	Goal	Yearly Activities
Board Officials, S.E.A.C Special, Education, Advisory Committee members.	<ul style="list-style-type: none"> To become familiar with both old and new legislation pertaining to special education and any Ministry initiatives affecting the provision of special education programs and services. S.E.A.C. to recommend and/or approve for professional to special education students. 	<ul style="list-style-type: none"> Presentation of information to the Board and S.E.A.C. members by Regional Officers (E.D.U), by Education Resource Department Presentation of information accessed from the various associations S.E.A.C. E-Learning Training
Principal	<ul style="list-style-type: none"> To be familiar with new legislation and Ministry initiatives relating to exceptional students and the delivery programs and provisions of services To keep aware of the needs of the student population and programs and services offered and/ or required To access information regarding the services offered by various agencies 	<ul style="list-style-type: none"> Monthly Principal meeting meetings with Supervisory Officer Regular meetings with the Special Education Resource Department Presentations by local agencies
Classroom Teachers	<ul style="list-style-type: none"> To be made aware of both legislation and Ministry initiatives which relate to Special Education programming To become aware of the instructional, professional, and personnel resources available. To acquire a repertoire of teaching techniques useful to the instruction of special needs students. 	<ul style="list-style-type: none"> Opportunities to apply for workshops related to teacher strategies (Kurzweil) Attends in-service provided by Special Education Department and other agencies Ongoing collaboration with Special Education Staff

<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ● To gain knowledge and skills in regards to collaborative planning and resourcing classroom teachers ● To increase knowledge of specific strategies to assist students in classroom programs ● To determine the needs of their students in regards to the Ontario Curriculum and the implications for their students ● To be aware of any legislation or Ministry initiatives that influence the delivery of special education programs and services ● To gain knowledge of implementation practices for special education and programs within other boards 	<ul style="list-style-type: none"> ● Attends team meetings ● Ensures each new teacher receives Special Education Handbook for Teacher, ● Provides in-service to staff on Assistive Technology training and Ministry Standards of IEP ● Arranges in-service to be provided by other agencies (ie: Speech) ● Attends Moosonee-Moose Factory Area Special Education meetings
<p>Support Staff</p>	<ul style="list-style-type: none"> ● To acquire skills in behaviour management for developmental/multiple needs students. (CPI) ● To become familiar with materials and methodology utilized by the classroom and special education teachers. 	<ul style="list-style-type: none"> ● Meetings/in-service with staff regarding students with multiple needs and developmental delays ● Opportunities to observe the teachers modeling various methods of eliciting speech and language, developing motor skills, and enhancing social skills

Outside Support Services Available

School Health Support Service

The Children's Treatment Centre in Timmins provides Speech/ Language Assessments and Therapy, Fine and Gross Motor Assessments and Therapy and Hearing Screening for any student who requires these assessments. They will also provide and score sensory profiles for students with behaviour/emotional concerns. Two physiotherapists and one speech/language pathologist visit Ministik once a month to perform assessments and /or provide therapy.

A Speech Pathologist from the **Porcupine Health Unit** (PHU) provides speech and language diagnostic services for children in Junior Kindergarten twice or three times a year.

The Community Health ensures that vision is screened for students in Junior Kindergarten, Referrals for students in other grades are also accepted and acted upon. The Community Health nurses carry out an immunization program, and they are also available to assist teachers with health concerns regarding specific students and to offer resources to teachers for health instruction.

The **Cochrane Temiskaming Resource Center** continues to provide psychometric and speech and language assessments services for students with developmental delays. Assessments, consultation, and training services are also available from behaviour therapists.

Payukotayno is the local Children and Family Services and is able to provide/ organize tele-psych/ edu psych assessments for students who are clients of Payukotayno.

Contracted Services

The School Board continues to contract the services when available from two **Educational Psychologists from London** through a free agreement with the local school boards and school authorities. They assess an average of 3 students per visit. They make an average of three visits in one school year.

Circle of Care: Ministik School Wellness Team

As a school, we promote the spiritual, emotional, mental, and physical health and well-being of ourselves, our students, and our community. Based in the values of the Seven Grandfather Teachings (wisdom, love, respect, bravery, honesty, humility, truth), we inspire our children to reach their potential by ensuring a strong foundation for their life-long learning.

Through the school wellness partnership between Ministik School and Moose Cree Health Services, our students can access personal, academic, emotional, physical, and social/spiritual support.

The School Board and Moose Cree Health Services have contracted a Child Youth and Family Counsellor. The Counsellor visits Ministik school 5 days a week and provides services in collaboration with the special education department to students through both one on one counselling and group wellness programming. The Counsellor uses a variety of psychotherapy modalities including, play therapy to assist students with a range of behaviour, emotional, social issues.

At the school the Counsellor will work in collaboration with the Special Education Resource Teacher and school staff to provide a circle of care that supports the whole child. The Circle of Care is supported by the Mental Health Lead with the provision of consultation and collaboration across community and school wellness resources. Community Circle of Care meetings support developing collaboration across schools and community services

Wellness Team Programming

Counselling	Group Wellness
<ul style="list-style-type: none">● One on one with counsellor● Strength based approach● Use of a variety of psychotherapeutic interventions● Goals for sessions based on strengths and needs for example may be once a week, once every two weeks● Consent is necessary and obtained prior to beginning counselling● Opportunities to collaborate with community partners to provide wide range of services for students	<ul style="list-style-type: none">● Students meet in a group setting with others that have a similar needs● Parents may be informed● Strengths focus within the groups to meet needs of whole child● Groups developed on as needed basis to meet social-emotional needs of students● Opportunities to provide groups in classroom settings have potential for capacity building within classroom staff● Visible social emotional learning within the school, such as wellness bulletin board and Thinking Room

Referral Process

1) Initial Student Concerns

Made by: Teacher, Parent/ Guardian, in school supports

2) Referral Made to Wellness Team

Concerned adult completes referral form provided by Wellness Team.

The form is submitted to the Special Education Resource

3) Parent Guardian Involvement/ Consent

Concerned adult contacts parent/ guardian to discuss concerns and obtain consent for counselling services.

4) Assessment and Programming

Wellness team will assess student needs and approach to services. Assessment can be supported by Special Education Resource Teacher, Support Staff, Teachers and Counsellor.

5) Follow Up

Counsellor will contact parent/ guardian about support for student. opportunity to provide family support, and link with school and community resources. Counsellor collaborates with student/family to determine goals based on strengths and needs. Counsellor provides consultation to classroom staff to support planning to meet student needs.

Section E

Procedures

Classroom Support

Through ongoing evaluation of the student's progress in the various expectations of the Ontario Curriculum, the classroom teacher becomes aware of those students who are having difficulty achieving. The classroom teacher tries various strategies and materials and adapts the delivery of program to the student's learning style where applicable. The classroom teacher contacts the parent to discuss the student's progress and approaches that can be taken to assist the student's learning (e.g. additional help after school, a homework program, peer tutoring, need for regular attendance.)

The In-School Support Team

An in-school support team comprising of the special education resource teacher (SERT), the classroom teacher and the principal work together to support the student, the parent and each other. The in-school team collaborates, consults, and shares information and knowledge to identify strategies that may address the student learning needs. The team may also include board staff, resource people, and/or professional in the community who have expertise with the various exceptionalities. (RESOURCE Special Education: A Guide for Educators)

Parents and students have important information to share with members of the school team and should be invited to meet with the team when necessary and appropriate. The support of parents has positive and pervasive effects on the child's success in school, and parents should be encouraged to feel that their contribution is a valuable part of the in-school team process

1. Classroom teachers who wish to refer students should first consult with parents or guardians. NOTE: For students in care, the child's worker at Payukotayno James Bay Family Services must be consulted. Before the in-school team can meet to discuss the child, the OSR consent form must be signed by the parent/ guardian. In cases where the parent is the one referring, the teacher will be notified of the meeting date and time. They are expected to be there and have the pre-referral forms filled out. Referral forms are available from the Special Education Resource Teacher (See Special Education Handbook for Teachers)

2. The classroom teacher, after parents grant approval, will contact the SERT to arrange a meeting. The completed paper work is to be filled out before the meeting.

3. A student Action Plan is to be implemented by the classroom teacher who is carefully and systematically documented the progress of the student.

4. A follow-up meeting will be scheduled within a six-week period. At this follow-up meeting the classroom teacher must provide a written evaluation of the in-class modifications/adaptations. If these have been successful, the teacher continues to closely monitor the student's progress and maintain contact with the home. Should further issues/ concerns arise, the referral process would continue from this point.

5. If the modifications/adaptations have not been successful, an IEP will be developed and implemented. The parents/guardians will receive a copy of the IEP within thirty school days of implementation. The IEP is the shared responsibility of the classroom teacher, and the SERT. It is also beneficial to have the parents/guardians participate in the development of the IEP.

6. The teacher will contact parents to seek information, get written permission forms signed and ask parents to have a medical examination done on the students as required by Regulation 181/98. The student may be scheduled for an Educational Assessment to be undertaken by the Special Education Resource Teacher.

7. **Once a student has received an Educational Assessment, a report will be written and distributed to the parents/guardians. Parents may contact the SERT to discuss the results of the testing and they will be invited to do so. Recommendations for further assessment may be made at this time. These assessments may include psychological, audiological, medical, speech and language. NOTE: There are waiting lists for many of these services.**

8. If the assessment report from the specialist indicates that the student appears to be exceptional, the student may be scheduled an IPRC. Either the principal or the parent makes a referral to this committee. IPRC meetings are generally held in the Fall and Spring of the school year.

The Referral Process

When the teacher continues to have serious concerns regarding the student's progress that cannot be remedied through the parent's or teacher's efforts, the teacher will proceed with the following steps. The classroom teacher keeps on-going notes and types of strategies used with the student. The documentation serves as an important and valid input from the class teacher. (See Appendix ____ Special Education Handbook for Teachers for the required process forms.

Classroom Screening and Interventions

- The Classroom Teacher has concerns regarding a student's ability to progress within the classroom program
- The Teacher assesses the student's learning needs, plans and keeps on going notes of the various strategies the teacher has used to help the student
- The parent is made aware of these concerns and strategies through the telephone conversations or parent-teacher interviews

Referral to the In School Team

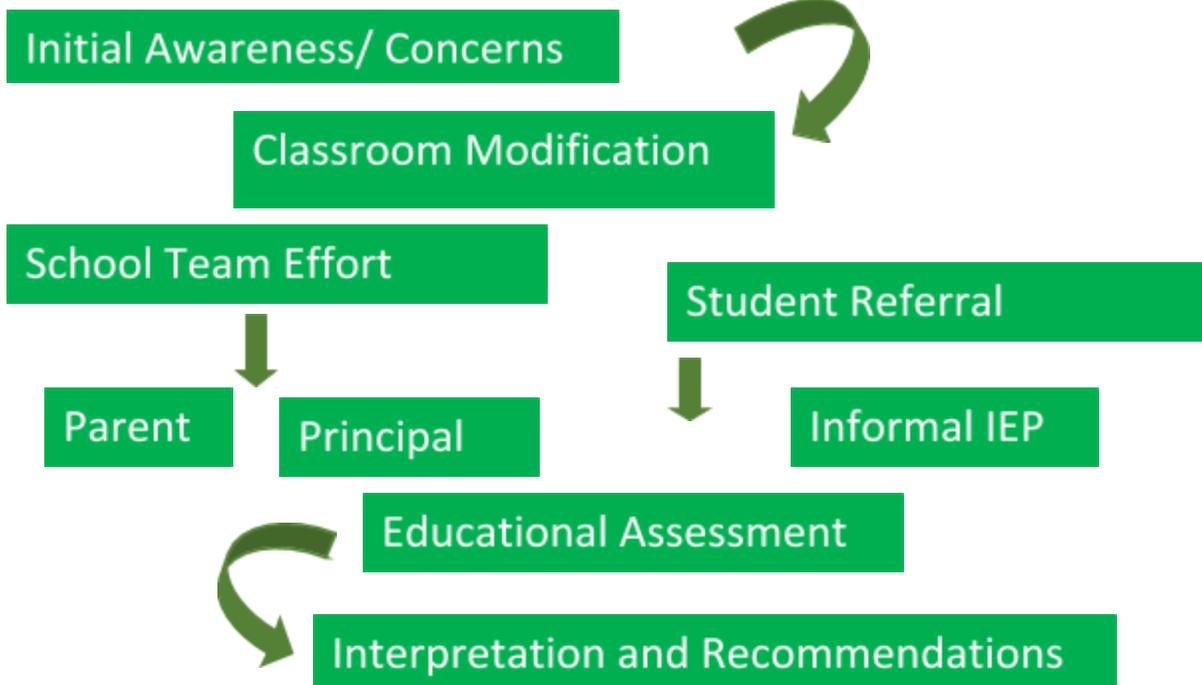
- If the accommodations and modifications have not been successful, the teacher initiates a referral from which includes a brief statement of the problem
- The Teacher obtains written or verbal permission from the parent for academic testing,
- This referral is given to the In School Team, made up of the Special Education Resource Teacher, the referring teacher, the principal. The team may also include Board Staff, resource people and /or professionals in the community who have knowledge and experience with different exceptionalities. The team reviews the information, any assessment information collected to date and suggests strategies to help the student succeed. An information Individual Education Plan (IEP) is developed
- If step 2 is successful, the informal IEP continues but the referral process ends.

Follow-Up Meeting

- If step 2 is not successful, the student receives an academic assessment from our visiting school psychologist to assess the student's learning strengths and needs
- The parent is informed when assessment reports are completed and they are given a copy of the report(s)
- The psychologist may recommend that the student be identified as exceptional.
- The parent is made aware of these concerns and strategies through the telephone conversations or parent-teacher interviews

Referral to an IPRC

- The In-School Team refers the student to the Identification, Placement and Review Committee (IPRC)
- The parents are informed and consulted throughout the process
- The parents are informed of the date and time of the meeting and a copy of the IPRC [Parent Guide](#) is sent to the parents.
- [Parents are encouraged to attend and participate in these meetings.](#)
- If the student is identified as an exceptional student, the classroom teacher develops a formal IEP for the student
- A copy of the IEP is sent to the parent 30 days after it is implemented in the classroom
- Parents may make a referral, at any time, by contacting the classroom teacher or the Principal.



The Identification Placement and Review Process

Regulation 181/98 requires that all school boards set up IPRC. An Identification Placement and Review Committee (IPRC) is made up of at least (three) people. The ____ members are school personnel.

Principal or Designate
Special Education Resource Teacher(s)

Integration (full placement in the regular classroom) is the first consideration when discussing a student's placement and is the preferred placement when it meets the needs of the student and reflects the wishes of the parent.

IPRC PRCESS

The Establishment of I.P.R.C.'s

- In accordance with the regulations, the M.F.I.D.S.A.B. has ensured that there are three regular members on the Identification, Placement and Review Committee. The first two members are designated from school personnel and the third member is designated by the Moose Cree First Nation's Education Authority:

Principal
Special Education Resource Teacher
School Counsellor

The Identification, Placement and Review Committee has developed for its members which outlines the members' responsibilities, the Committee's operating procedures, and the forms used in the I.P.R.C.'s process.

- Various resource people may be invited to the IPRC for the purpose of providing further information or clarification. These may include the classroom teacher, special education teacher, education assistant, and/or other professionals who have been involved in the pupil's assessments and/or the delivery of the program
- In order to assist in the transition of a student from Ministik School to one of the local secondary schools (i.e. Northern Lights Secondary School or Delores D. Echum Composite School), the I.P.R.C. will invite a representative from the school the student will be attending, if the parent is in agreement.
- Any representative that the parent chooses to invite to the meeting is welcome to the I.P.R.C
- At the request of the parent, the Principal will provide an interpreter who speaks Cree

Informing Parents

- When the classroom teacher has concerns regarding a student's ability to progress within the program curriculum, the parent is made aware of these concerns through telephone conversations, parent-teacher interviews and term reporting procedures.
- Prior to a student being referred to the Special Education Resource Department for assessment, the classroom teacher discusses the referral need with the parents
- Following written referral, the classroom teacher contacts the parent to complete the necessary documentation for authorization to proceed with the required assessments
- The parent is informed when assessment reports are completed and available, and is

given a copy of the same. As well parents are given opportunities to discuss the information presented in these reports.

- The need to make a referral to the Identification, Placement, and Review Committee is discussed with the parent prior to arranging the date and time of the meeting. The parent is given a copy of the PARENT GUIDE at least 15 days prior to the I.P.R.C. meeting and pertinent information regarding the I.P.R.C. process is discussed at that time.

Parental Involvement

- Parents are given written notification of the date, time, and place for the meeting at least 10 days in advance of the meeting. A copy of the parental guide is issued to the parents. Alternative meeting arrangements can be made at the parent's request.
- To encourage parent involvement at the meeting, the school attempts to contact the parent the day prior to the meeting as a reminder of the date and time of the meeting.
- Prior to the meeting parents are given a written copy of the information, which has been presented to members of the I.P.R.C. for discussion at the meeting. With the exception of the original, extra copies are shredded at the end of each meeting.
- The parents are welcomed to the meeting and encouraged to actively participate in the discussions. The meeting is viewed as an opportunity for the parent to seek clarification if required, and to provide any information, which will assist the committee in developing the statement of needs, and in determining the student's exceptionality and placement.
- The parent's are given a copy of the I.P.R.C. report, which outlines the date on which the School Board will be notified of the I.P.R.C.'s determinations and recommendations.

Gathering Information

- Except in rare circumstances, students referred to the I.P.R.C. by the principal will have been assessed to provide educational, psychological, and where applicable medical information
- Teachers involved in the student's program implementation provide written and/or verbal information to the I.P.R.C.
- A summary of information is presented to the I.P.R.C. in advance of meeting in order that each member adequately prepared to discuss the referral

Identification

- The I.P.R.C. includes in its report a statement identifying the student's exceptionality using the current categories and definitions provided by the Ministry of Education

Statement of Needs

- Using the information gathered from the various sources, including teachers, the parents, and the assessment reports, the I.P.R.C. develops a statement of needs applicable to the student.

Recommending Placement

- The I.P.R.C.'s recommended placement for each individual student is in accordance with the regulation and with the Moose Factory Island D.S.A.B's statement of belief for integration; and that is, to provide needed services to students in the least restrictive environment possible. Integration is the first consideration when discussing a student's placement and full integration in a classroom setting is the preferred placement when it meets the needs of the student and reflects the wishes of the parents. Resource programs are considered within the delivery of service to integrated students. Partial

<p>integration and self-contained programs are recommended where the needs of the student are of an intensity and severity that these can not be met successfully within the regular classroom.</p>
<p><u>Annual Review/Request for a Review</u></p> <ul style="list-style-type: none">● As required by the regulation, the I.P.R.C. conducts a review meeting for each identified student at least once every twelve months, or upon the request of the school (principal) or parent at any time after the placement has been in effect for three months. In the event that a review is requested by the parent or principal, the Special Education Resource Department will immediately proceed to gather the information for presentation and to arrange a meeting date and time. A review meeting is held as early as possible to newly transferred students who were identified by their previous school board or authority.
<p><u>Meeting with Parents</u></p> <ul style="list-style-type: none">● Upon request from a parent, the I.P.R.C will arrange to meet with the parent as soon as possible to discuss matters of concern regarding the I.P.R.C's determinations and recommendations● In the event that neither parent is able to attend the initial I.P.R.C. meeting, the parent is provided written statement of the I.P.R.C's statement of decision. Two members of the I.P.R.C. (the Special Education Resource Teacher and School Counsellor) may arrange to visit the parent's home or meet the parents at the school to discuss the determinations and recommendations of the Committee and to provide information or clarification needed.
<p><u>Communicating the Decision to the School Board</u></p> <ul style="list-style-type: none">● Prior to notifying the School Board of decisions made at the I.P.R.C. meeting, members of the I.P.R.C. will have confirmation as to the parent's agreement with the determinations and recommendations made. A summary of the IPRC is given to the Supervisory Officer and the Board Administrator.

COMMUNICATION

Ongoing efforts are made to ensure that there is a proactive communication with parents. The parents are provided with a variety of means to access information regarding the provisions of special education programs and services and to express opinions, questions and concerns. These vehicles for proactive communication include the following.

1. Personal interviews/ surveys conducted by staff and or/ the S.E.A.C
2. Group and individual meetings
3. Letters /printed information
4. Phone conversations-parents/guardians are continually invited to keep in contact with the Special Education Resource Department to clarify any information provided or to voice concerns.

IPRC Guideline for Parents/ Guardians

A Parent Guide is made available to any parent upon request, but it is ensured that parents of identified students have a copy of the Parent Guide. The parent of a referred student is provided the Parent Guide at least 15 days prior to the initial meeting of the Identification, Placement and Review Committee. The Special Education Resource Teacher meets with the parents to discuss the results of assessments, the student's needs, and the IPRC process. The parent is given a copy of the Parent Guide and is encouraged to review the material and seek clarification as needed. (See Appendix A)

Placements May Include

- Regular classroom with program modifications
- Regular classroom with indirect support
- Regular classroom with resource support
- Regular classroom with withdrawal services
- Ontario Provincial Demonstration Schools

The I.P.R.C. Appeal Process

In the event that a parent chooses to appeal an Identification, Placement, and Review Committee's decision(s) regarding the student's exceptionality or placement, the Moose Factory Island D.S.A.B. and its employees will adhere to Part IV of Regulation 181/98 and the Special Education Monograph No. 1: The **Special Education Appeal Board**

Mediation Options

In the event that a parent refuses to sign the Identification, Placement, and Review Committee's report, which includes the exceptionality, statement of needs, statement of strengths and recommended placement, the Committee will immediately act to arrange another meeting with the parent to discuss the parents concerns, questions and/or wishes. Attempts at this meeting will be made to resolve differences while focussing on the student's needs and interests.

Where parent(s)/guardian(s) do not agree with the IPRC decision and do not appeal, the Board will instruct the Principal to Implement the IPRC decision.

Appeal Process

If parents do not agree with the IPRC decision they may within 30 days of receipts of the IPRC decision file a notice of Appeal with the Secretary of the School Board. In the event that a notice of appeal by a parent is filed with the Secretary of the School Board, immediate steps are taken to select the members for the Special Education Appeal Board.

The Appeal Board will be composed of three persons who are not employees involved in the provision of the special education programming and who have no prior knowledge of the manner under appeal (one of whom is to be selected by the parent(s)/guardian(s))

The parent will be reminded of their right to select a member of his/her choosing. The parent(s)/guardian(s) and the pupil, if he or she is 16 years of age or older, are entitled to be present at, and to participate in, all decisions

The School Board and the parent will attempt to jointly select a chairperson as the third member on the Special Education Appeal Board. The School Board will recommend the selection of a chairperson who meets the following criteria:

- The individual is impartial and can conduct an unbiased examination of the information
- The individual is not a present employee of the School Board
- The Individual is an active, knowledgeable, and respected member of the community.

The chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, 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 School Board will provide the Special Education Appeal Board with any secretarial or administrative assistance necessary in conducting its mandate. The Secretary of the School Board will ensure that all members selected to the Special Education Appeal Board are provided with the regulation and monograph specific to its mandate.

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 a pupil's identification and/or placement. The Appeal Board will report its recommendation in writing, to the parent(s)/guardians(s), and to the Board, providing reasons and 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. The Board is not required to follow the Appeal Board recommendation

The parent(s)/guardian(s) may accept the decision of the Board, or they may Appeal to a Special Education Tribunal. They 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)

In accordance with the Regulation 181/98, an Individual Education Plan (IEP) is implemented for all pupils who have been formally identified through the Identification, Placement and Review process. The Ministry document, Individual Education Plans, Standards of Development Program Planning, and Implementation 2000 is used in the implementation of each student's plan. The use of an electronic IEP format is presently under the direction of the Special Education Resource Teacher.

An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade level and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations. The IEP is not a daily lesson plan. The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations (IEP Standards 2000 Ministry Document)

The statement of decision including the strengths and learning needs outlined by the Identification, Placement and Review Committee provides the foundation of the IEP. From these, the goals and expectations are considered with modifications included in accordance with the student's learning style and needs. Strategies and resources essential to the attainment of these goals and expectations is recorded and reported to the parent at each report period. A list of students on IEP's is provided to the principal and vice principal to ensure updated IEP's are sent home to parents as required.

School personnel have various roles and responsibilities in the design, implementation, and review of the Individual Education Plan. The classroom teacher and the special education teacher maintain ongoing collaboration together and with the parents outlined and update the educational expectations. Where one is funded for a specific student, the educational assistant may be a part of this collaborative process. Each teacher and assistant involved in the development of the IEP also has a fundamental role in its implementation and the evaluation of the individual's progress.

Process for Parent/Caregiver Involvement

During the I.P.R.C. meeting the parents are made aware of the areas of content covered in an IEP and of the procedures involved in its development. The parents are encouraged to take part in the meetings to develop the IEP. The parents are provided a copy of the IEP within thirty (30) school days after placement of the identified student in a special education program, and they are invited to comment on the information presented in the IEP. The parents also receive an updated copy of the IEP with each of the three term reports.

Criteria for Modifying Curriculum

The extent and nature of the modifications to curriculum are dependent on the information gathered from formula and informal testing, consultations, and observations. These will indicate the student's current level of achievement, the student's learning needs and related expectations, and the learning required meeting the expectations within the Curriculum.

Range of Curriculum and Accommodation

Following much collaboration regarding the design and delivery of the IEP, the teachers provide a range of curriculum modifications in accordance with the student's learning needs. Curriculum modifications may involve accommodations to the delivery of program to assist the student in meeting the Ontario Curriculum expectations appropriate to his/her grade placement, may involve different grade level expectations selected from the Ontario Curriculum, or may involve alternative expectations to the Ontario Curriculum.

Dispute Resolution

It should be noted that an IEP is not a contract of services, but a plan for a pupil's education and is always subject to change. All parental requests will be given serious consideration within the restraints of the resources available to the Board. In addition, since the Board's position is that all students should be allowed to attempt the Ontario Curriculum, requests outside the scope of the Curriculum Expectations will not be considered except for students who have been officially diagnosed with profound delays. In cases where the school team and the parents disagree on the content of the IEP, a process of informal negotiation will follow until such time as a consensus is reached, or it is agreed that an impasse has been met. In the case of an impasse, the parties may agree to proceed to an informal mediation process. Mediation will involve the appointment of a mediator that is agreed upon by both the parents and the school team. The Process for a mediation session is as follows:

1. Mediator will open the session
2. Mediator will explain the ground rules
3. Mediator will gather information about the dispute
4. Mediator will assist in identifying the problem and the feelings behind it
5. Mediator will assist in determining the common interests
6. Mediator will facilitate the generation of the possible solutions
7. The parties will agree on one, or more, solutions
8. The IEP will be written according to the agreement
9. The session will be closed

EARLY IDENTIFICATION PREVENTION PROCEDURES

As required in Policy/Program Memorandum No. 11, 1982, the M.F.I.D.S.A.B. has established specific procedures regarding the early identification of children's learning needs. Those involved in implementing these procedures include teaching and administrative staff, as well as community health services. The Board recognizes that teachers, in consultation with parents/guardians, will strive to know each child as soon as thoroughly possible, in order to provide learning opportunities that will help each child.

1. The Early Identification Procedures begins when students are first registered for Junior Kindergarten and/or Senior Kindergarten. The Ministry of Education Document "Preparing for School Entry" is used as a resource for the process. The parent provides the school with pertinent information about the student's health history, interests, and capabilities. A parent may indicate on the Kindergarten Registration form that the child has been identified with special needs, and the child has attended a preschool nursery program. Consent for release of information may be obtained in order for Ministik School and the Nursery School to consult, if required.

2. Each fall, Junior Kindergarten and new students to Senior Kindergarten are provided with a vision screening under the direction of the Community Health Unit. The community health nurse makes the necessary follow-up referrals to the optometrist.

3. The Junior and Senior Kindergarten teachers use different forms from the Moose Factory Ministik School Early Identification screening device that helps to highlight student area of strengths, weakness, and need. This device is similar to sections located in the Brigance Inventory of Early Development, but has

been adapted to meet local needs. The Fleurty Battery of Oral Language Assessment is also administered. The Special Education Resource Teacher administers the First Step Screen Test in the fall to the Junior Kindergarten students.

In Junior and Senior Kindergarten teaching/learning strategies place heavy emphasis on Oral language development through songs, charts, rhymes, stories, dance and play. The Kindergarten program involves whole group and individual instruction, play centres, small group activities and the practice of specific skills. The Kindergarten teachers make observations on the following areas of development:

Belonging & Contributing

5. The Special Education and Kindergarten teachers observe the speech and language development of the individual student in the Junior and Senior Kindergarten programs. Referral, for JK students, is then made to the Speech Pathology department at the Porcupine Health Unit in Timmins. Referrals for SK students are made through the Children's Treatment Centre, in Timmins. Parental consent is obtained before referrals are made. During one fall and one winter visit each year, the Speech Pathologists area able to assess and provide program recommendations for approximately twelve to fifteen students.

6. The quantitative information from the province wide test at Grade Three and Grade Six is also used to highlight those students who may not have successfully achieved the primary level or junior level expectations of the Ontario Curriculum for language and mathematics.

7. Testing tools used by the teachers at Ministik School include: (a) Developmental Reading Assessment (DRA) used from Kindergarten to Grade 8.

8. Classroom teachers also use quick informational testing tools to gather information on each student's ability. These assessments are suitable for those students who are in grade 1 and above.

The Classroom teacher contacts parents to discuss concerns regarding their child before proceeding further assessment by school staff and/or professional agencies. In cases where formal assessments are necessary for educational programming, written parental consent is obtained. Parents are provided with copies of each assessment, and a notion is made on each form if retesting is required or if a referral to a specialist, e.g. Speech-Language Pathologist, is recommended

Based on the needs indicated through the I.P.R.C. and I.E.P. students may be assigned 1:1 or small group support through the placement of an educational assistant in the classroom. If these supports are unavailable, then, within the resources available to the Board, students will be provided with other instructional supports. (See Placement/ Program section for more details)

These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout the child's school life.

TRANSITION PLANS

A TRANSITION PLAN WILL BE DEVELOPED FOR STUDENTS IDENTIFIED AS EXCEPTIONAL, IF NEEDED. THESE TRANSITION PLANS WILL SPECIFY:

- THE STUDENTS STRENGTHS AND NEEDS
- THE STUDENT'S SPECIFIC TRANSITION GOALS
- THE ACTIONS REQUIRED TO ACHIEVE GOALS (I.E.; MEETINGS, PHASED-IN ENTRY, MODIFIED SCHEDULED, ETC.)
- THE TRANSITION PARTNERS AND RESPONSIBILITIES

THE TRANSITION PLAN WILL BE INCLUDED IN THE IEP WHERE APPLICABLE AND A COPY THIS PLAN WILL BE PLACED IN THE OSR TO ENSURE IT GOES WITH THE STUDENT IN THE EVENT OF A TRANSFER TO ANOTHER SCHOOL.

PROVINCIAL AND DEMONSTRATION SCHOOLS

PROCEDURE FOR APPLYING FOR PLACEMENT

In the event that a parent expresses a desire to have the school make an

application to a Provincial Demonstration School, the Special Education Resource Teacher(s) provides the parent with information regarding the Provincial School programs and meets to discuss any questions or concerns. The school then proceeds in ensuring that the necessary assessments have been conducted and provide evidence that the student satisfies the criteria for admission and that the I.P.R.C. has met to make its determinations and recommendations. In accordance with Policy/Program Memorandum No. 89 (1990), the school organizes, prepares, and submits the referral to the regional office of the Ministry of Education prior to November 1 (for admission February 1) or March 1 (for admission September 1).

PROCEDURE FOR TRANSPORTATION

In the event that the student is a non-resident, the Moose Factory School D.S.A.B. will enter into financial agreement with the Moose Cree Education Authority to incur any costs of transporting the student to and from the Provincial School. In the event that the student is a resident, the Moose Factory School D.S.A.B. proceeds with financing the student's transportation in accordance with the approved travel schedule set out by the Provincial School and Ministry of Education. Any trips to and from the school that are aside from those outlined in the travel schedule are the financial burden for the parents unless otherwise agreed to in advance by the School Board.

PROVINCIAL SCHOOL AND PROVINCIAL DEMONSTRATIONS SCHOOLS:

- Are operated by the Ministry of Education
- Provide education for students who are deaf or blind, or who have severe learning disabilities;
- Provide an alternative education option
- Serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- Provide a preschool home visiting services for students who are deaf or deaf-blind;
- Develop and provide learning materials and media for students who are deaf, blind, or deaf-blind
- Provide school board teachers with resource services;
- Play a valuable role in teacher training

In cases where the pupil is Blind, Deaf, or Deaf-Blind, admission may be sought for the student for placement at a Provincial School. Some pupils may meet the admission requirement for placement in the Sagonaska Demonstration School for students with Learning Disabilities.

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 and provision of special

- learning materials, such as Braille materials, audiotapes, and large-print textbooks.
- Professional services and guidance to ministries of education on an inter-provincial, cooperative basis.

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-Leger in Ottawa (serving Francophone students and families throughout Ontario)

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

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

Each school has a Resource Services Department which provides:

- Consultation and educational advice to parents of deaf and hard-of hearing children and school board personnel;
- Information brochures
- A wide variety of workshops for parents, school boards, and other agencies;
- An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

PROVINCIAL SCHOOL CONTACTS

Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below.

NORTHERN ONTARIO AREA

PROVINCIAL SCHOOLS BRANCH, MINISTRY OF
EDUCATION

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario L9T 2M5
Phone: (905) 878-2851
FAX: (905) 878-5405

Schools for the Deaf
The Ernest C. Drury School for the Deaf

SCHOOLS OUTSIDE NORTHERN CATCHMENT AREA

The Robarts School for the Deaf
1090 Highbury Avenue
London Ontario N5Y 4V9
Phone (519) 453 4400
FAX (519) 453 7943

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, Ontario K8P 1B2

<p>255 Ontario Street South Milton, Ontario L9T 2M5 Phone (905) 878-2851 FAX (905) 878-1354</p> <p><i>School for the Blind and Deaf-Blind W. Ross Macdonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 Phone: (519) 759-0730 FAX (519) 759 4741</i></p>	<p>Phone (613) 967 2823 Fax (613) 967 2857</p> <p>Amethyst Demonstration School 1090 Highbury Avenue London, Ontario N5Y 4S9 Phone (519) 453 4408 FAX (519) 453 2160</p> <p>Trillium Demonstration School 347 Ontario Street South Milton, Ontario L9T 3X9 Phone (905) 878 8428 FAX (905) 878 7540</p>
<p><i>Schools for the Deaf, Blind and Deaf-Blind (Francophone) and Provincial Demonstration School Centre Jules-Leger 281 rue Lanark Ottawa, Ontario, K1Z 6R8 Phone (613) 761 9300 FAX (613) 761 9301</i></p>	
<p>PROVINCIAL DEMONSTRATION SCHOOLS</p> <p><i>School for Children with Severe Learning Disabilities Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2 Phone (613) 967 2830 Fax (613) 967 2482</i></p> <p>There are a total of 4 Demonstration School in Ontario. The Sagonaska School delivers to Moose Factory Island District School Area Board. No students from Moose Factory Ministik School have attended Trillium Demonstration School during the 2015-2016 school year.</p> <p>Each provincial Demonstration School has an enrollment of forty (40) students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English. At the Centre Jules-Leger, instruction is in French.</p> <p>Application for admission to the provincial Demonstration School is made on behalf of students by the School Board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.</p> <p>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.</p>	

The Demonstration Schools were established to:

- Provide special residential education programs for students between the ages of 5 and 21 years;
- Enhance the development of each student’s academic and social skills;
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention deficit/ hyperactivity disorder (ADD/ADHD). These are highly intensive, one year programs. The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

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.

<i>Qualified Professional</i>	<i>Equipment</i>
Audiologist	Hearing aids, FM Systems and other hearing devices
Speech Language Pathologist	Augmentative Communicative Devices
Occupational/ Physical Therapist	Equipment required for student mobility or for therapy sessions that must be conducted at school/ May also require an endorsement by a Physician
Physician	Equipment for use by students with Physical Impairments (for example: special desks/ computerized equipment/ braille machines).
Psychologist or Psychological Associates	Equipment for use by students with ... (Assistive technology, laptop, device, speech to text or text to speech software)



The Board, via the SERT, will make an application for Special Equipment Amount. A manufacturer or vendor estimate of the equipment cost, as well as a Specialist Report recommending the use of the equipment, will be provided to the Regional Office of the Ministry of Education. Upon preliminary approval, the Board will purchase the equipment and then submit the receipts to the Regional Office for reimbursement.

Equipment that does not fall within the mandate of Special Equipment Amount, will be purchased through the budget for Special Education supplies and materials. In rare cases, another Provincial Ministry or Federal Ministry may provide for funding (such as the Assistive Device Program of the Ontario Ministry of Health), or funds may be sought from private sources (e.g., Lion's Club).

Criteria for Purchasing Equipment

The equipment:

- promotes independence
- may be shared, if appropriate.
- meets SEA criteria
- Staff training needs are identified.
- Suitable with student strengths and needs
- Is outlined on the IEP demonstrating
- Requires evidence that the student has used the equipment in day-to-day programming

Accessibility of School Buildings

M.F.I.D.S.A.B.'s multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years is based on annual needs as they arise.

Existing Accessibility: Ministik School is outfitted with an elevator that provides access to upper level classrooms. Use of the elevator is available upon request, by staff, students, parents, and community members. The elevator is inspected on an annual basis. Ministik School is wheel chair accessible at the front entrance.

Future Accessibility: Capital projects related to accessibility are dependent upon student need.

Members of the public who wish to know more about the Board’s Plan for Accessibility should contact Kathy Cheechoo, Business Administrator at 658-4571.

Transportation

Students with Exceptionalities ride the school bus, if they are eligible according to their residency.

Students who attend Provincial, Demonstration or other approved programs, will have their transportation costs covered by the Board, upon Approved by the District Office of the Ministry of Education. Frequency and type of travel, will be determined by the Board, after consultation with the parents/guardians and the Provincial, Demonstration or Program School.

The Board does not provide transportation to summer school programs, as these are offered to intermediate level students only.

School Bus Services are contracted by the Board for Reserve Students. The Board will contact the Contractor to ensure that all School Bus Drivers have first aid training. All School Buses are presently supplied with a first aid kit and fire extinguisher. Ministik School buses operate for kindergarten to grade 2 students who reside off-reserve.

Transportation of children is determined by the following criteria:

School Bus	Walking
No safety concerns	No Safety Concerns
Supervision is provided for children with safety concerns or severe/profound needs	Child is capable of walking to school/ or parent provides ride or escort
No behavioural considerations	No behavioural considerations that could impair the safety of the child or of other children
No physical impairments that prevent student from accessing bus	No physical impairments that impede walking.

Educational and Other Assessments

Parent Consent

Whenever any individual testing, other than educational testing, is conducted at the request of the school, parental consent is a requirement. Parent consent is needed for each assessment and is valid for 12months, from the date of signing. Follow up assessments require renewal consent. This keeps parents informed of testing as it occurs. Once assessment reports are available, the parents are informed it is then incumbent upon the parent to contact the school

to make arrangements to discuss the results and recommendations.

Parental consent is not required for screening, which is part of the early and ongoing identification and prevention procedures, or for group testing approved by the School Board.

Sharing Information

In the event that there are different professionals and/or agencies involved in the assessments or delivery of service to meet a student's needs, it may be pertinent for the school to provide information to and/or access information from these services. Parental consent is requested so that this sharing of information can take place.

Communication of Assessment Information

It is the responsibility of the Special Education Resource Staff to ensure that parents, teachers, and school administrators are made aware once the completed assessment reports are within the school. A meeting to discuss the information in the report is arranged by the Special Education Resource Staff. This meeting could also be used to review the IEP.

Educational Assessments

Special Education Resource Teachers are registered with the Ontario College of Teachers and have additional qualifications in Special Education. A SERT must have the minimum of Part 1 and Part 2 in Special Education recorded on his or her Certificate of Qualification, in accordance with the Education Act and Registrations of Ontario.

The Assessment instruments currently utilized by the Special Education Teachers at Ministik School are:

The Comprehensive Receptive and Expressive Vocabulary Test (CREVT)

The Test of Language Development (TOLD)

The Test of Non-Verbal Intelligence (TONI-B)

The Test of Auditory Comprehension of Language (TACL)

The Woodcock Reading Mastery Tests-Revised (W.R.M.T.-R)

Test of Early Reading Ability-2 (TERA-2)

Test of Writing, Spelling (TWS-2)

Test of Early Writing Language (TEWL)

Test of Written Language (TOWL-2)

The Canadian Edition of Key Math: A Diagnostic Assessment of Essential Math Test of Memory and Learning (TOMAL)

The Test of Auditory-Perceptual Skills (TAPS)

The Peabody Picture Vocabulary Test (Revised form M and Revised Form L)

The Fluarty Battery for Oral Language Assessment

The Screening Assessment for Gifted Elementary Students

The First Steps Screening Test for Junior Kindergarten Students

This list will include any other well-established tests as they become available, especially tests that can be considered culturally and linguistically relevant to children of the Mushkegowik area.

Speech, Language and Hearing Assessments

All Speech and Language assessments are conducted by a qualified Speech and Language Pathologists employed by outside agencies, including the Porcupine Health Unit, the Cochrane Temiskaming Resource Centre and the Children's Treatment Centre Timmins. All hearing screens may be conducted by trained Speech Pathologists through the Children's Treatment Centre in Timmins.

Speech Language Pathologists and Audiologists are registered members of the Ontario Association of Speech Language Pathologists and Audiologists. They are regulated by the Audiology and Speech Pathology Act, Ontario Regulation 543/94.

The testing Instruments generally employed by Speech Language Pathologists Include:

The Goldman Fristoe Test of Articulation (GFTA)

Examining for Aphasia (EFA-3)

Peabody Picture Vocabulary Test (EVT)

And any other established test deemed suitable by the SLP. Any established tests and equipment used by Audiologists

Educational Psychological Assessments

These assessments are currently carried out by three Psychologists with the PhD's and two Psychometrists working under the direction of qualified Psychologists. Psychologists are regulated under the Psychologists Registration Act, Regulation 955, Revised Regulations of Ontario, 1990. Psychologists must hold a Certificate of Registration As A Registered Psychologist in the Province of Ontario.

The Testing Instruments generally employed by Psychologists and

Psychometrists include:

The Weschler Intelligence Scales for Children (WISC-III)

The Connor's Rating Scales

The Test of Nonverbal Intelligence (TONI)

And any other established test deemed suitable by the Psychologist.

Note: The waiting lists apply to students who appear to have Mild to Moderate Exceptionalities. Pupils with perceived Severe to Profound Exceptionalities will be provided with more immediate services by the Special Education Teachers and will be fast tracked for referrals to outside Specialists.

Consent Forms

1. The OSR consent form is utilized upon initial referral of a child to the In-School Team. This consent form is renewed annually or upon expiration as long as the child is still receiving services.
2. Other consent forms include permission forms for specific assessments as well as consent forms to transmit specific information or reports to agencies outside the school, as well as consent forms that allow outside agencies to transmit specific information and reports to the school.

Privacy of Information

With the exception of information on Youth under the Youth Criminal Justice Act, all reports are filed in the documentation file of the OSR. Access to the OSR is restricted to personnel authorized by the Education Act to examine the contents of the OSR. Under the Freedom of Information and Protection of Privacy Act, 1987, students and parents or guardians who are authorized to have access to the contents of the OSR also have the right to receive a copy of the contents of the OSR. A non-custodial parent also has the right to make inquiries and be given information in an OSR can also be used to assist in the preparation of a report required under the Education Act or Regulations (for example: an IPRC).

Otherwise, unless written consent of the Parents or Guardians is obtained (OSR Consent form), only Supervisory Officers, Principal of the School and Teachers of the School are allowed access to the OSR and only for the purpose of improving the instruction of the student.

Ministry of Education personnel may also have access to the OSR in certain circumstances, as prescribed by the Education Act. School Board Officials and

other personnel involved with the child cannot have access to the OSR without written consent of the parent or guardians.

Protocol for Sharing Information Between the School and Outside Agencies

In the event where a court order, pertaining to a civil suit, orders the OSR to be produced, the Principal may give the court the OSR after informing the judge that the court order may contravene the Education Act. The School Board may decide to appeal the court order, given special circumstances. In a case where a search warrant requires the OSR to be surrendered to the police, the Principal must comply with the warrant.

Information disclosed about students to Young Offender personnel should follow the guidelines set out by the Canadian School Boards Association Protocol and Guidelines: Information Sharing Between School Officials and Young Offenders Personnel. A written request to the Principal for disclosure should include the following information

- The name and age of the student
- The nature of the report to be provided and the section of the Youth Criminal Justice Act under which the report is authorized
- Any time-lines or deadlines in respect to providing the information
- A specific description of the type of information requested
- Whether the information being requested pertains to the school attendance records of the student
- Whether the information being requested pertains to the program or courses in which the student is enrolled
- Whether the information being requested pertains to the performance of the student (academic or otherwise)
- Whether the information being requested pertained to the nature of incidents giving rise to discipline and type of discipline imposed
- The number of years for which the information is required
- Any combination of the above

Application of School Personnel for Information Regarding a Student Who is a Youth Criminal

School Personnel cannot make an application for disclosure of information under Section 38(1.5) of the Youth Criminal Justice Act. However the School Board Principal could request the following personnel to make an application

on behalf of the school: provincial director, Attorney General or his/her agent (ie. Youth worker), or a peace officer.

Disclosure of Y C information should be forwarded to the Principal of the school and the teachers of the student, including the Special Education Teachers where the student is deemed Exceptional or is in the process of being identified as Exceptional. All school personnel should be informed on a 'need to know' basis only. Strict confidentiality is imperative.

There is no requirement to disclose the information to parents/guardians or the student, unless it is necessary to obtain consent under the Education Act or Regulations.

It is expected that disclosure of information about a Youth Criminal may be necessary in order to ensure compliance with a Court Order and/or to ensure the safety of students and staff. New provisions of the Youth Criminal Justice Act provide for the disclosure of information to school officials, including:

- The type of order with which the student is expected to comply
- The anticipated expiry date of the order
- The offence in relation to which the order has been made
- The particular terms of the order which relate to school attendance or any other education matter.

In cases where safety issues are of a concern, the following types of offences should be disclosed.

- Arson
- Illegal possessions of firearms or offensive weapons
- Drug trafficking (under the Food and Drug Act or the Narcotics Control Act)
- Criminal negligence
- Extortion
- Intimidating
- Procuring for the purpose of prostitution; and
- Illegal possession of explosives

In addition, prior records of offences should also be disclosed if these affect safety of students or staff. The circumstances surrounding the offences and prior offences may also need to be disclosed.

Other Information that should be disclosed includes:

- recommendations for reducing the risk of violence and increasing the level of safety
- Information regarding any pattern of behaviour which may signal the onset of activity which could affect safety of staff, students or others;
- Any identifiable individual or group of persons who could be at risk from the student
- If more than one person was convicted in the circumstances of the offence, or as a result of gang or group activity, and some or all of those young persons present a risk to safety, advise of the link between or among these youths, so the school is aware of the interrelationship among the youths who pose a threat to safety.

Use of Information

If compliance with a Court Order, where a student is required to attend school regularly, the school may use the information to impress among the youth the need to attend school regularly in order to avoid being considered in violation of a probation order or conditional supervision bail.

In the case of information supplied concerning Safety Issues:

- The information can be used to allow the school to set up appropriate monitoring of the student;
- To construct a program of studies which may include units on socialization, anger management, etc.;
- To determine the kind of environment in which the student should pursue studies in the school including placement in a segregated environment or supervision by staff members trained to deal with violent persons.

Storage of Information

Information is to be available only on a 'need to know' basis and therefore must be kept in a locket cabinet separate from student records that are accessible to all teaching staff. All such information should be kept by the Principal of the school, and shall be under the control of the Principal of the school. The Principal shall disclose the information to Special Education Teachers if the student is deemed Exceptional or is in the process of being identified as Exceptional. Special Education Teachers must be aware of the

inappropriateness of using the information in a Special Education Report, given that all such reports must be filed in the OSR and must be retained for 5 years after the student retires. The student's teachers may also be provided with some or all of the information if the Principal deems it necessary, as long as the teachers are informed of the inappropriateness of placing any of this information in other school records, especially the OSR.

Destruction of Information

The information shall be destroyed if the student retires from the school. In addition, the information shall be destroyed once any timeline or deadline provided with the information has passed.

The Special Education Advisory Committee

The Education Act and the regulations made under it establish school boards as independent corporations that are governed by elected trustees. The Act and regulations also set out various duties of boards which include establishing policies and committees of the school board including the legal obligations of school boards regarding the provision of special education programs and services. School boards are also responsible for establishing Special Education Advisory Committees (SEACs) and the regulation made under the Education Act sets out the requirements for that committee.

SEACs:

- provide important advice on special education to their local board or school authority.
- Is comprised of trustees and representatives of local associations that further the interests and well-being of exceptional children or adults.
- make recommendations to their board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students.
- must be established at each school board and school authority in Ontario
- have requirements set out in Regulation 464/97.

The Moose Factory Island District School Area Board will ensure that a Special Education Advisory Committee has been established and consist of the required representation. It will be incumbent upon the School Board and the S.E.A.C. to abide by all subsections of that regulation.

Names and Affiliation of Members	P.O. Box #	Phone #	Fax @ Work
Mrs Jennifer Knight-Blackned (Resource Person)			705-658-4024
Ms. Kaitlin McWhirter (Resource person to S.E.A.C)			705-658-4024
Ms. Lise Haman, Supervisory Officer	160		
Victor Weapenicappo, Chair, MFIDSAB			
Parent			
Parent			

Payukotayno Representative?			
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Committee Membership and Nomination Process

- 1) One School Board member will be appointed by its members, as well as one alternate member.
- 2) Since there are no local associations representing exceptionalities operating within the area of jurisdiction of this School Board, a list will be maintained by the School Board's administration. This list will include persons who have some involvement with children having special needs and who are willing to commit personal time to representing all exceptional pupils' interests. As well, the School Board will ensure that at least two of the persons also represent the interest of First Nations' pupils.

Role of the S.E.A.C.

In accordance with subsection 11(1) of Regulation 464/97, the S.E.A.C.:

- 1) May make recommendations to the Board in respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the School Board. This includes professional development inquiries
- 2) Participate in the board's annual review of its special education plan.
- 3) Participate in the development of the board's annual budget for special education.
- 4) Review the financial statements of the board as they relate to special education.

Fulfilment of Roles and Responsibilities

The minutes of each S.E.A.C. meeting are forwarded to the Board office for review by the Board at their monthly meetings;

S.E.A.C. was active in making recommendations to the Board concerning the following matters

- The review of the Board's Policy on Special Education in keeping with Ministry Standards
- The review of the Annual Report on Special Education at M.F.I.D.S.A.B.
- Advocate recommendations from parents to Board members

1) S.E.A.C. Members

It is the responsibility of each member to

- Represent all pupils with exceptionalities and respond to the needs of all exceptional pupils within the board.
- Have regular attendance at the scheduled meetings in accordance with the regulation
- Uphold the rights of individuals by avoiding discussion of individual cases.
- Have a working knowledge of the special education programs and services provided by the School Board.
- Act as a resource to parents and community.

2) Special Education Resource Staff

It is the responsibility of the Special Education Resource Staff to:

- Attend meetings, acting as a resource regarding special education programs and services
- Prepare for the Committee at least two written reports annually, on updates and information regarding the School Board's special education programs and services.
- Assist the S.E.A.C. members in their role as advocates to exceptional students, by providing resources materials as applicable.

3) School Board Administration

It is the responsibility of the School Board Administration to:

- Place notice in the public outlining the time and place for regular S.E.A.C meetings
- Contact both the School Board and Community representatives of an upcoming meetings and to disseminate any material required in the preparation for the meeting
- To ensure that resource staff is made aware of any changes to meeting dates
- To keep the S.E.A.C. informed of current legislation, and both the Ministry's and School Board's initiatives and policies related to Special Education.

S.E.A.C. Scheduled Meeting

The aim is to have regular monthly meetings during the school year, through some flexibility will be maintained in arranging meetings to ensure that members can attend. Meetings will begin at 5:30pm and will be held at Ministik School. Prior to each meeting, notices outlining the date, time and place of the meeting will be posted throughout the community. Each notice will include an invitation to the public to attend the meeting.

Community members, including parents are allowed to provide input into Special Education Policy at any one of these S.E.A.C. meetings. Concerns will be entered into the S.E.A.C. Meeting Minutes and will then be reviewed by Board personnel. Feedback will be provided through the Board Representative on S.E.A.C. Responses and concerns of parents and community members should be forwarded in writing to the following address:

Principal and Special Education Resource Staff
Ministik School
P.O. Box 160
Moose Factory, ON
POL 1W0

Coordination of Services with Other Ministries or Agencies

Board Policy

It is the Board policy to accept assessments incoming from other programs, if the assessments were conducted by the following personnel

- Registered Psychologists or Psychometrists working under the supervision of a Psychologist;
- Audiologist
- Speech and Language Pathologists;
- Physical or Occupational Therapists
- Physicians, Psychiatrists
- Teacher with Special Education Qualifications
- Social Workers with recognized Bachelor of Social Work University Degrees/ College Diplomas
- Probation Officers
- Family Court Judges

All students must be reassessed by the school's Special Education personnel depending on if/when they were previously assessed. It is the duty of classroom teachers to refer incoming students. These students will then be reassessed according to apparent individual needs and strengths. Students with previously diagnosed severe to profound exceptionalities will be given priority over other students. Severe to Profound pupils with Autism Spectrum Disorder, Developmental Delays, the Deaf and Hard-Of-Hearing, the Blind, and Low Vision and those with Physical Disabilities are given priority. Students with Behavioural Difficulties must be given at least six weeks to adjust to their new environments, before reassessment can be conducted. Behavioural documentation must be kept by the classroom teacher.

Outside agencies may request information from an Ontario School Record, if accompanied by written consent of the parent. This does not apply to information about Young Offenders, since this information is not kept in the OSR. Information about Young Offenders cannot be released by the school, Information, other than academic records or educational assessments cannot be released about a student in Care or Treatment Programs. Agencies outside of the school must request this information from Payukotayno, Children's Mental Health, or the Treatment Program and access to this information may be restricted.

Other School Authorities or School Boards in Ontario, may make a written

request for the Ontario School Record of a student who transfers into their jurisdiction. This request is addressed to the school's Principal. The Principal is primarily responsible for the successful admission or the transfer of a student from one program to another. The Principal may request the assistance of the Special Education personnel or teachers of the school. Private, Federal or First Nations Schools in Ontario must make a written request for the O.S.R and include a written consent form from the parent/guardian/

The Ontario Student Record (OSR) components, access and transfer is governed by the *Education Act* and is subject to the *Freedom of Information and Protection of Privacy Act, 1987*.

Arrivals of Student with Special Needs From Other Facilities

Preschool Nursery Programs

In the event that a parent indicates on the Kindergarten Registration form that the child has been identified with special needs, and the child has attended a preschool nursery program, consent for release of information from the nursery school will be obtained. A consultation with the nursery school staff may be held to discuss the needs and strengths of the child. However, it should be noted that under the mandate of the Early Identification Program, the school will conduct an assessment of the child and if there is a conflict between results of the school's educational assessment and that of the nursery school, the school may disregard the information from the nursery program. **In no way should the performance of a child at nursery school be used as a predictor of school success.**

Preschool Programs for Students who are Deaf

The Child Development Centre provides Health, Assessment and Referral Services for preschool children. There are no special preschool programs for deaf students in Moose Factory, however an educational assistant can be provided through the Ontario Ministry of Community and Social Services until a child enters Junior Kindergarten.

Preschool Speech and Language Program

Reports available with the signed consent of the parent/guardian of an incoming student. Parent are required to complete a Kindergarten admission package and indicate whether or not the child was referred for

Speech-Language services. In cases where the child was referred, the Classroom Teacher will make a referral to Special Education personnel, and the necessary information will be obtained. Assessment results by Speech Language Pathologist will be utilized by Special Education personnel in planning and programming for students.

Programs Offered by other School Authorities or Boards of Education

Students arriving from other School Authorities or Boards of Education must be referred to the In-School Team by the classroom teacher. The services and needs of the students will be considered either by data provided in previous assessments and/or consultations with previous Special Education Resource Teacher. The SERT may provide additional assessments of the student if previous data does not reflect the student's current needs.

Appendixes

- A. IPRC Guideline for Parents/Guardians**
- B. IPRC Parent Guide**
- C. IEP Parent Guide**
- D. Parent Handbook**
- E. Teacher Handbook**
- F. Job descriptions**

Not all of these are complete- will attach when finished or can be connected via a link.