



2018-2019

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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Standards for Special Education Board Plan

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 Moose Factory Island District Area School Board (MFIDSAB) utilized Ministry document: *Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide 2017* in developing the Plan. http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

To view a copy of the Special Education Board Plan go to www.mfidsab.ca or by following the link: <http://mfidsab.ca/ministikschool/circle-of-care-ministik-school-wellness-team/special-education-board-plan/>

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 Ministry of Education in the North Bay/Sudbury Regional Office 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 approved School Board Plan to the Ministry. Copies of the Plan will be available for community scrutiny from the School Board Office, the Principal's Office, the Special Education Department at Ministik School, and our Board website listed above. Copies will also be distributed to S.E.A.C. members and the Parent Council of Ministik School.

Special Education Board Plan Review Process

The review process is conducted yearly.

Review Process of the Special Education Board Plan

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 Administrators, 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.
- 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.

Ministry and Board Directives

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 M.F.I.D.S.A.B. 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.

Guidelines to Accessible Education

Ontario Human Rights Commission:

In accordance to the Ontario Human Right Commission the M.F.I.D.S.A.B recognizes and affirms that the Special Education Board Plan is designed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act and Regulations. The Board endeavours to adapt educational services, including the building, to accommodate students with disabilities by preventing and removing barriers so all students can access their environment and face the same duties and requirements with dignity and without impediment.

The Ontario Curriculum, Grades 1-8: Mathematics and Language 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, either through accommodations, modifications, or alternative programming. 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.

Delivery Model for Special Education

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 a range of individual learning needs. Students at Ministik School have regular opportunities to interact with peers, to enjoy the life of the school, and to participate with 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 I.P.R.C. Process. Some students require more intensive support and may receive programming in a self-contained setting and/or receive additional support from an educational assistant. (See pages 9 and 10 for more information.)

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 (SERT), either within the regular classroom or through the Resource Withdrawal Program.

Accommodations and 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 SERT, 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/or accommodations to achieve 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 SERT. 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 Resource 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 students needs. Teachers are encouraged to seek support as needed. 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 will be 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

- 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;
- 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; adheres to all applicable legislation
- 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;
- Plans and reports on the expenditures for special education
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- Reviews the Plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required and required;
- Prepares a Special Education Parent Guide to provide parents with information;
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placement for pupils;
- Establishes a Special Education Advisory Committee (SEAC);
- Provides professional development to staff on special education;

The Special Education Advisory Committee (SEAC)

- Makes recommendations to the Board with respect to 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 (Vice 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;
- 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, (and acts as chairperson at the IPRC 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 is updated, and discussed with parents, for each reporting term;
- Ensures that appropriate assessments are requested 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 a resource person to the SEAC.
- Is an active participant in the review of the Special Education Board Plan;

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;
- Works with other School Board staff to review and update the student's IEP;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents each reporting term;
- Is responsible for early and ongoing identification for his/her 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 IPRC 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;
- 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 Assistants with their program;
- Is a resource person for the SEAC;
- 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)

Early Childhood Educator

In coordination and cooperation with the classroom teacher:

- Plans for and provides education to children in Kindergarten;
- Observes, monitors, and assesses the development of Kindergarten children;

- Maintains a healthy physical, emotional, and social learning environment in the classroom
- Communicates with families;
- Performs duties assigned by the Principal with respect to the Kindergarten program;
- Upgrade qualifications 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;
- Assist in the integration of students into an inclusive classroom setting;
- Provide input at team meetings in the development of program goals.

Education Assistant

- Maintains a healthy physical, emotional, and social learning environment in the classroom
- 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 exceptional 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 IPRCs, parent-teacher conferences, and other activities, as appropriate.



Categories of Exceptionalities

Exceptionalities and Ministik School IPRC Statistics 2017-2018

Students with the M.F.I.D.S.A.B. are identified according to categories and definitions of

exceptionalities provided by the Ministry of Education. The Education Act defines an exceptional pupil as a “pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in special education program.”

Category	Ministry of Education Definition	Identified Students
Behavioural		
Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following: <ul style="list-style-type: none"> A. an inability to build or to maintain interpersonal relationships; B. excessive fears or anxieties; C. a tendency to compulsive reaction; D. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. 	7
Communicational		
Autism	A severe learning disorder that is characterized by: <ul style="list-style-type: none"> A. disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; B. lack of the representational symbolic behaviour that precedes language 	6
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.	1
Language Impairment	A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: <ul style="list-style-type: none"> A. involve one or more of the form, content, and function of language in communication; and B. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based. 	6

Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	1
Learning Disability	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> ❖ affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; ❖ results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; ❖ results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; ❖ may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); ❖ may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; ❖ is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. 	13
Intellectual		
Giftedness	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"> A. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; B. an inability to profit educationally within a regular class because of slow intellectual development; C. a potential for academic learning, independent social adjustment, and economic self-support. 	7
Developmental Disability	A severe learning disorder characterized by: <ul style="list-style-type: none"> A. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; B. an ability to profit from a special education program that is designed to accommodate slow intellectual development; C. a limited potential for academic learning, independent social adjustment, and economic self-support. 	0
Physical		
Physical	A condition of such severe physical limitation or deficiency as to require special assistance in learning situation to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.	1
Blind/Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.	0
Multiple		
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.	

Students Accessing Special Education Services or Programming	Students Served
Formal Exceptionalities: Individualized Educational Programming based on Categories and Definitions of Exceptionalities Provided by Ministry of Education.	42
Informal Exceptionalities: Individualized Educational	4

Programming based on Learning/Academic Need. Students are not formally identify with an exceptionality.	
Alternative Programming Speech and Language Occupational/Physiotherapy	12
Wellness groups/ Counselling one-on-one	32
Referrals (outside agencies)	10
Total students accessing Special Education Services or Programming	100

Support Staff Services

Range of Support Personnel

The M.F.I.D.S.A.B. has employed and allocated a range of full-time equivalent (F.T.E.) teaching and non-teaching personnel to ensure the delivery of Special Education Programs and Services.

Qualifications of Support Personnel

To ensure a high level of efficiency in the delivery of special education programs and services, the M.F.I.D.S.A.B. seeks to hire and allocate personnel who demonstrate the attributes and hold the qualifications.

Special Education Staff

Special Education Staff	Full Time Equivalent	Staff Qualifications
Special Education Resource Teacher	1.0	Specialist in Special Education, CPI, ABA Training.
Literacy Intervention Teacher	1.0	Reading Specialist, Special Education AQs
Education Assistants (Education Assistant in Training)	6 (1)	CPI, ABA, Autism training
-Psychologists -Psychometrists	Services purchased as required	Ph.D. Psychology; Member of the College of Psychologists
-Speech/ Language Pathologist -Occupational Therapist -Physiotherapist	C.T.C. http://www.northeasthealthline.ca/displayService.aspx?id=177443	Degree in Communication Sciences and Disorders. Audiology and Speech-Language Pathology.
-Child Youth Clinician -Child Youth Worker	M.F.I.D.S.A.B. Moose Cree First Nation Health Services	University Degree. Mental Health Training.
Mental Health Lead Supports the mental health action plans	Shared between area schools.	BA (psychology), BSW and an MSW As Per Ministry Education

Special Education and 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 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, as the need arises, to deal with intensive needs, such as Autism;
- 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.

Staff turnover may necessitate the need to offer training and staff development opportunities more than once within a two year period.

Sharing PD information

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, distribution of materials to staff members, or 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 Steering Committee meetings and the Local Area Special Education Committee meetings. The 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 Department and the SEAC and is 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 Special Education Board Plan and provides information on accessing the information contained in the plan (where to find it online).
Teachers/ Education Assistants Professional Development	Each school year, Teachers and Education Assistants will be advised of the opportunity to enroll in online workshops designed for staff working with children with special needs. Workshops are indicated through various website: Special Needs Opportunity Window (SNOW). https://snow.idrc.ocadu.ca/node/29 Another great website that offers webinars is Autism Ontario. http://www.autismontario.com/
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

Special Education Professional Development

Role	Goal	Yearly Activities
Board Officials, SEAC	<ul style="list-style-type: none"> To become familiar with both old and new legislation pertaining to special education and any Ministry initiatives 	<ul style="list-style-type: none"> Special Education Department will present information to the Board and SEAC members by

members (Special, Education, Advisory Committee)	affecting the provision of special education programs and services. <ul style="list-style-type: none"> SEAC to recommend and/or approve for professional to special education students. 	Regional Steering Committee Meeting, EDU Officers. and other various associations. <ul style="list-style-type: none"> E-Learning Training
Principal Vice 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 Department Presentations by (local) agencies
Classroom Teachers Early Childhood Educators	<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, and assistive technology Attends in-service provided by Special Education Department and other agencies Ongoing collaboration with Special Education Staff

<p>Special Education Resource 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, ie. speech and language, developing motor skills, and enhancing social skills

Outside School Services Available

School Health Support Service

The Children's Treatment Centre (CTC) 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 twice per week 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** (Healthy Babies Healthy Children Program) 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 and presentations to teachers for health instruction.

The **Cochrane Temiskaming Resource Center (CTRC)** is committed to providing support services, programs and resources to individuals with developmental disabilities, as well as support to their families. They 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 James and Hudson Bay Family Services delivers culturally appropriate services for the safety and well-being of children and families. They also provide/ organize tele-psych/ edu-psych assessments for students who are clients of Payukotayno. The newly restructure includes **Milopematesiwin** for other support services for children's needs.

Contracted Services

The M.F.I.D.S.A.B. continues to contract the services from two **Educational Psychologists from London** through an 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 5 days a week.

At the school the Child Youth Clinician and Child Youth Worker will work in collaboration with the Special Education Department and school staff to provide a Circle of Care that supports the whole child. The Circle of Care Wellness Team 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

Child Youth Clinician	Child Youth Worker
<p>Counselling/Therapy</p> <ul style="list-style-type: none"> ● One on one with counsellor ● Strength based approach ● Use of a variety of psychotherapeutic interventions to assist with behaviour, emotional, and social issues ● 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 	<p>Group Wellness</p> <ul style="list-style-type: none"> ● Students meet in a group setting with others with 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 ● Visible social emotional learning within the school, such as wellness bulletin board and Thinking Room

Referral Process to the Circle of Care Wellness Team

- 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 Department.
- 3. Parent / Guardian Involvement / Consent:**
Concerned adult contacts parent / guardian to discuss concerns. Consent is required in writing for counselling services.
- 4. Assessment and Programming:**
Wellness team will assess student needs and approach to services. Assessment can be supported by SERT, Support Staff, Teachers and Child Youth Clinician (or Child Youth Worker).
- 5. Follow-Up:**
Child Youth Clinician will contact parent / guardian about support for student, opportunity to provide family support, and link with school and community resources. Clinician collaborates with student/family to determine goals based on strengths and needs. Clinician provides consultation to classroom staff to support planning to meet student needs.

Intervention Procedures

Early Identification Prevention Procedures

As required in Policy/Program Memorandum No. 11, Early Identification of Children’s Learning Needs” (1982) the M.F.I.D.S.A.B. has established specific procedures regarding the early identification of children’s strength and needs. 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.

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 a child’s school life. (PPM11)

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 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 are able to assess and provide program recommendations for approximately twelve to fifteen students.

4. The quantitative information from the province wide EQAO Grade Three and Grade Six testing 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. However the results from provincial assessment alone are not used as the basis for a referral.

5. Testing tools used by the teachers at Ministik School include:

- (a) Developmental Reading Assessment (DRA) used from Kindergarten to Grade 8.
 - (b) Ontario Writing Assessment K-8 (OWA)
 - (c) Quick informational testing tools to gather information on each student's ability.
- These assessments are suitable for student who are in grade 1 and above.

6. As soon as a concern about a particular student's progress or behaviour arises, the teacher's observations need to be recorded as part of the **data-gathering process**. This assessment information will be important particularly if the teacher later requests the assistance of the In-School team. (See Classroom Screening and Intervention section.)

The Classroom teacher contacts parents to discuss concerns regarding their child before proceeding with 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 notation is made on each form if re-testing is required or if a referral to a registered specialist, e.g. Speech-Language Pathologist, is recommended.

Based on the needs indicated through the IPRC and IEP 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).

Summer Learning Program:

MFIDISB offers the Summer Learning Program three weeks in July which focuses on literacy and numeracy. The SLP is intended for Senior Kindergarten to grade 5 students. The SLPs are intended to assist and support students experiencing achievement gaps and/or social economic challenges that may impact their success in school. Teachers are instrumental in identifying students that would benefit from the Summer Learning Program.

A. Classroom Screening and Intervention

Through ongoing evaluation of the student's progress in the various expectations of the Ontario Curriculum, the classroom teacher becomes aware of student's strength and where they are having difficulty achieving. The classroom teacher should discuss their concerns with the parents and with previous teachers. Teachers should also review the information in the OSR and make some initial program adjustments. Throughout the screening and intervention process, the teacher should be keeping parents informed. Keeping documentation is important. The teacher then seeks support from the Special Education Department to address students needs. The teacher tries various strategies and materials and adapts the delivery of program to the student's learning style where applicable. The 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).

B. The In-School Support Team

The In-School Support Team

An In-School Support Team comprising of the Special Education Resource Teacher (SERT), the classroom teacher and the (vice) 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's learning needs. The team may also include board staff, resource people, community associations, and/or professionals in the community who have expertise with the various exceptionalities.

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.

Stage 1. Classroom teachers who wish to refer students should have first attempted **Classroom Screening and Intervention** as noted above. Before classroom teacher refer students, they should first consult with parents or guardians. Before the In-school team can meet to discuss the child, the **OSR consent form** must be signed by the parent or guardian. In cases where the parent is the one referring, the teacher will be notified of the meeting date and time. Teachers are expected to attend and have the pre-referral forms filled out and to provide documentation. Referral forms are available from the Special Education Department (See Special Education Handbook for Teachers).

NOTE: For students in care, the child's worker at Payukotayno James and Hudson Bay Family Services must be consulted.

Stage 2. Referral to the In-School Team.

The in-school team may decide to do one or more of the following:

- determine whether interventions or accommodations are needed
- provide program interventions in the regular class
- provide specific supports in the classroom or withdraw the student from the classroom for limited periods of time (e.g., for remediation or enrichment)
- refer the student to other specialized services, including hearing, vision, and/or speech and language services; psychological services; and social or medical services
- refer the student for assessment, which may or may not lead to referral to an IPRC
- monitor the student and review the student's progress after several weeks
- develop an IEP, including a transition plan, specifying the special education strategies, resources, or other accommodations that the student requires
- develop a transition plan alone

The In-School team uses the expertise of its members to make decisions about how to best assist the student.

The decision of the In-School team's plan is implemented by the classroom teacher who will carefully and systematically documents the progress of the student.

If it is obvious at the outset that the needs of a child will be best met through an IPRC an informal IEP will be developed and implemented.

Stage 3. Follow-up Meetings of the In-School Team

A follow-up meeting will be scheduled approximately in a six-week period. At this follow-up meeting the classroom teacher must provide a written evaluation of the in-class modifications/adaptations used. If these have been successful, the teacher continues to closely monitor the student's progress and maintain contact with the home.

Should the interventions or accommodations agreed to at the In-school team meeting have been tried and found insufficient, the referral process would continue from this point.

In the meantime, an **informal IEP** will be developed and implemented. The parents/guardians will receive a copy of the informal IEP within thirty school days of implementation. The informal 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 informal IEP.

In some cases, it may become obvious that the needs of a child will be best met through an IPRC. The parents must be informed.

Stage 4. Referral to an Identification, Placement, and Review Committee (IPRC).

The teacher and/or the Special Education Department will contact parents to seek additional information, get written permission forms signed and recommend to parents to have a medical examination done on the student(s) as required by Regulation 181/98 s.15(2)(3). The student may be scheduled for an Educational Assessment to be undertaken by the Special Education Resource Teacher. (See Section F)

Once a student has undergone an Educational Assessment, a report will be written and distributed to the parents/guardians. They will be contact by the SERT to discuss the results of the testing.

Recommendations for further assessment by legally qualified and registered practitioners or specialists may be made at this time. These assessments may include educational psychological, audiological, medical, speech and language. (NOTE: There are waiting lists for many of these services.)

If the assessment report from the registered practitioner or specialist indicates that the student appears to be exceptional, the student will be scheduled for an IPRC. Either the Principal or the parent makes a referral to this committee. If a parent submits a written request for referral to an IPRC, the Principal must follow the school board procedure in arranging for the IPRC meeting. (see The IPRC Process.)

IPRC meetings are generally held in the Fall and Spring of the school year. See the following page for The Referral Process.

The Identification Placement and Review Process

Regulation 181/98 requires that all school boards set up Identification Placement and Review Committees (IPRCs) that are responsible for the identification of exceptional student and their placement in special education programs. All school boards must establish one or more IPRCs.

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 or designate
- Special Education Resource Teacher
- School Counsellor

The Identification, Placement and Review Committee has developed plans 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, SERT, education assistant, and/or other professionals who have been involved in the pupil's assessments and/or the delivery of the program.

A parent may choose to invite any additional representative to speak on their behalf or act as support at the IPRC. At the request of the parent, the Principal will provide an interpreter who speaks Cree.

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.

Informing Parents

The need to make a referral to the Identification, Placement, and Review Committee is discussed with the parent. The parent is given a copy of the IPRC 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 **IPRC Parental Guide** is issued to the parents. A copy of the Report(s) will be issued to the parents so they have ample time to review and prepare for the meeting.

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 parents are given a copy of the IPRC report, which outlines the date on which the School Board will be notified of the IPRCs determinations and recommendations.

In the event that neither parent is able to attend the initial I.P.R.C. meeting, the parent is provided a 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.

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 Statement

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. (See Section C)

Statement of Strengths and 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 strengths and 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 M.F.I.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 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.

Annual Review/Request for a Review

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.

Communicating the Decision to the School Board

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 with Parents

Ongoing efforts are made to ensure that there is 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.

Proactive communication includes the following.

1. Personal interviews/ surveys conducted by staff and or/ the SEAC
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.

A Delayed IPRC Meeting

No student is to be denied any special education program pending an IPRC meeting or decision. If there is a delay in holding the IPRC meeting or in determining identification and placement, a special education program and/or special education services appropriate to the student's apparent strengths and needs must be provided for the student in the interim.

Placements at Ministik School May Include:

Regular classroom with program modifications

Regular classroom with indirect support

Regular classroom with resource support

Regular classroom with withdrawal services

(See page 8 Program Placements and Services Section, and page 9 and 10 for Placements)

Ontario Provincial Demonstration Schools

(see Provincial and Demonstration section page 45)

The I.P.R.C. Appeal Process

In the event that a parent chooses to appeal an Identification, Placement, and Review Committee's (I.P.R.C.s) decision(s) regarding the student's exceptionality or placement, the M.F.I.D.S.A.B. and its employees will adhere to Part IV of Regulation 181/98 s 26, 27, 28 and the Special Education Monograph No. 1: The **Special Education Appeal Board (SEAB)**

Mediation Options

In the event that a parent refuses to sign the IPRC's report, which includes the exceptionality, statement of strengths and needs, 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.

After receiving the request for an appeal, the Board should assign one or more staff who are not involved in the appeal to handle the arrangements for setting up the Special Education Appeal Board (SEAB). Arrangements will include:

- determining meeting date;
- informing all parties;
- finding a neutral location;
- gathering information and submitting it to be SEAB;
- and ensuring that the parents and the student (if 16 years of age or older) are aware of their right to have a representative present at the meeting.

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.

Within fifteen days of the school board's receiving the notice of appeal:

- the school board selects one person to be a member of the SEAB; and
- the parent selects one person of their choosing to be a member of the SEAB.

The school board should be prepared to provide parents with a list of SEAC members and/or a list of local associations eligible for membership on SEAC.

Within fifteen days of the selections of the parent and school board representatives, these two

appeal board members will select a chair. It may be helpful for a school board, in advance of any requests for an SEAB, to compile a list of people who they believe are suitable and willing to act as chair.

If the appeal board members cannot agree on a chair, the manager of the district office of the Ministry of Education may be asked to select the chair.

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 individual will take action no later than 30 days after being selected

The Chair of the Appeal Board will provide at least 10 days notice of the meeting place and time.

The School Board will provide the SEAB 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 Board will pay travelling and other expenses of the members of the SEAB.

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 regarding the student's identification and/or placement. The Appeal Board will report its recommendations and reasons in writing, to the parent(s)/guardians(s), the Chair, the Principal, and the Board.

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 limited to the actions by the Appeal Board.

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.

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>

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 Department.

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 maintained by the Special Education Department and continually provided to the Principal and Vice Principal to ensure updated IEP's are sent home 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. See pg. 214-215 in the following website:

[Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide 2017](#)

Process for Parent/Caregiver Involvement

During the IPRC 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 term reports.

Criteria for Modifying Curriculum

The extent and nature of the modifications to curriculum are dependent on the information gathered from formal 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 Ontario Curriculum. *Modifications* are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. Curriculum modifications may involve certain accommodations to help them achieve the learning expectations in subjects or courses with modified expectations.

Range of Curriculum and Accommodation

Accommodations refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. Accommodations in no way alters the curriculum expectations for the grade level or course. The accommodations, which are likely to apply to all of the student's subjects or courses, must be described in the designated section of the IEP form. (See http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf section 5.1 for types of accommodations .) However, because a student working on regular grade-level or regular course curriculum expectations, without modifications, there is no need to include information on current level of achievement, annual program goals, or learning expectations. In other words, the Special Education Program section of the IEP template does not need to be completed when the student requires accommodations alone.

Transition Plans

IEPs must include Transition Plans as per *PPM No. 156, "Supporting Transitions for Students with Special Education Needs" (2013)*. This included all students, from Kindergarten to Grade 12, who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness. At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

PPM No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD)" (2007), requires transition planning, as appropriate, between various activities and settings for students with autism spectrum disorders. See page 42 of the Board Plan for more information on Transition Plans.

Dispute Resolution

It should be noted that an IEP is not a contract of services, but a plan for a student'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. See next section.

The Process for a mediation session is as follows:

At times planning and implementing of a student special education program may become sources of disagreement.

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

See also <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

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>

Transition Planning

Throughout their education, all students face a variety of transitions, including the transition from home, early years program to school, one grade or level of schooling to another, one school to another, and from secondary school to an appropriate postsecondary pathway. Such transitions can pose a challenge for all students. They can be particularly difficult and confusing for students with special education needs and their families. “The coordination of planning well before the transition takes place can ensure that the student has all the necessary supports in place to make a successful and smooth transition.” Special Education in Ontario, K-12.

Transition plans must be part of the student’s IEP, and must include the following elements, first outlined in the Ministry of Education’s policy document Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000) and later reiterated more broadly in PPM No. 156: [Special Education in Ontario, K-12](#) (for template see pg.70)

- The student’s specific transition goals
- the strategies (listed on next page) to be used and the actions required to achieve goals (i.e. Meetings, Phased-In Entry, Modified scheduled, etc.)
- The transition partners and responsibilities
- timeline for the implementation of each of the identified actions

To ensure successful transitions, M.F.I.D.S.A.B. will attempt to implement a number of strategies, including, but not limited to, the following:

- encouraging parents, and community partners who have parental consent, to notify the board about a student with special education needs well in advance of the student’s entry or transition to school
- encouraging parental involvement in the entry or transition to school planning process
- establishing and maintaining links with community partners that provide services for students with special education needs and their families
- identifying key individuals who will play a role in the student’s transitions – for example, individuals who have worked with the student in the past at preschool support services or other community agencies and who will continue to work with school board staff; those who will play a role in supporting the child in the new school environment; and one person who will coordinate the transition process
- holding a case conference to share and review information and develop a plan involving, as necessary, the principal, the classroom teacher(s) and early childhood educator, special education staff, the educational assistant, community agency staff, and parents

- gathering information from parents and any community agencies or professionals who might have worked with the student (e.g., relevant assessment reports, documentation and records, program and service recommendations)
- providing orientation opportunities for students and parents
- providing training for school staff to ensure they are familiar with effective strategies

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 Department 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 MFIDSAB 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 MFIDSAB 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.

NOTE: Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

PROVINCIAL SCHOOL AND PROVINCIAL DEMONSTRATIONS SCHOOLS:

- Are operated by the Ministry of Education
- Provide education for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- Provide an alternative education option
- Serve as regional resource centres for students who are Deaf or hard of hearing, are blind or have low vision, are deafblind, or have severe learning disabilities;
- provide outreach and home-visiting services to parents of preschool children who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- provide school board teachers with resource services;
- provide professional development for teachers.

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 a Provincial School 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 (serves Ontario francophone students and families)

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

- provide rich and supportive educational environments that facilitate student's language acquisition, learning, and social development through American Sign Language (ASL) and English, or through Langue des Signes Québécois (LSQ) and French;
- operate day and residential programs;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Each Provincial School has a resource services department that provides:

- consultation and educational advice to parents of children who are Deaf or hard of hearing and to 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 preschool children who are Deaf or hard of hearing by teachers trained in preschool and Deaf education.

PROVINCIAL DEMONSTRATION SCHOOLS FOR STUDENTS *with Severe Learning Disabilities*

There is 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 2017-2018 school year.

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.

Demonstration Schools for Students Who Have Severe Learning Disabilities

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time. The Demonstration Schools were established to:

- provide special residential education programs for students between Gr. 4 and 11;
- 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 transition back to their local school within the same school year.

The Ministry of Education provides services for children with severe learning disabilities at four Demonstration Schools:

- Amethyst School, London (English)
- Centre Jules-Léger, Ottawa (French)
- Sagonaska School, Belleville (English)
- Trillium School, Milton (English)

Each Demonstration School has an enrolment of not more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules-Léger, instruction is in French.

(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.)

CONTACT INFORMATION FOR PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

CLICK ON THE LINK BELOW TO VIEW THE CONTACT INFORMATION, SEE PAGE F14.

[HTTP://EDU.GOV.ON.CA/ENG/DOCUMENT/POLICY/OS/ONSCHOOLS_2017E.PDF](http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

Equipment / Accessibility

Special Equipment Amount

The Board determines whether a student requires individualized equipment through an assessment report from a legally qualified professional. The assessment report was requested on behalf of a student with special needs. The Board's Special Education Department will make an application for Special Equipment Amount (SEA). The following link will guide the application. <http://www.edu.gov.on.ca/eng/funding/1819/2018-19-sea-guidelines-en.pdf>

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario Curriculum as outline in their IEP. Therefore, the qualified professional's recommendation of equipment and/or software, should state the needs of the students in "functional language" (e.g. student requires text-to-speech software to address student's strengths and needs), rather than specifying a brand name.

A manufacturer or vendor estimate of the equipment cost, as well as a Report from a legally qualified professional 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 wheelchair 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:

www.mfidsab.ca
Board Administrator
Moose Factory Island District School Board
P.O. Box 160
Moose Factory, ON
P0L 1W0
(705)658-4571

Transportation	
Students with the MFIDSAB with Exceptionalities ride the Ministik 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. See the section on Provincial and Demonstration School.	
Bus service for Reserve Students is provided by Moose Cree Education Authority. 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 physical impairments that impedes walking.
No physical impairments that prevent student from accessing bus	No behavioural considerations that could impair the safety of the child or of other children

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 12 months, 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 and invited in to the school 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.

Consent Forms

1. The OSR consent form is utilized upon initial referral of a child to the In-School Team. The OSR consent form is utilized upon referrals of a child to further educational testing from outside agencies. 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 educational assessments by outside agencies, ie. Psychologists, Speech and Language, Medical Doctors as needed. As well consent forms are required when sharing specific information or reports to and from agencies outside the school.

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 Head to ensure that parents, teachers, and school administrators are made aware once the completed assessment reports are received at the school. Sensitivity is used when informing parents the arrival of assessments. A meeting to discuss the information in the report is arranged by the Special Education Department. This meeting could 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. SERTs 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. SERTs usually administer educational assessments which are listed in the next section.

Assessment Instruments Utilized by the Special Education Department:

- *The Woodcock-Johnson Tests of Achievement*
- *Test of Writing, Spelling (TWS-2)*
- *Development Reading Assessment (DRA)*
- *Weschler Fundamental Academic Skills*
- *CASI*
- *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 the Mushkegowuk area.

Speech, Language and Hearing Assessments

All Speech and Language assessments are conducted by registered Speech and Language Pathologists who are regulated by the Audiology and Speech Pathology Act, Ontario Regulation 543/94. SPL are 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.

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 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.

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.

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.

Young Offender: Information Sharing Between School Officials and Young Offender Personnel

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 requested pertains to the student's school attendance records
- 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 Youth Criminal 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 locked 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.

Coordination of Services with Other Ministry 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 supervision of a Psychologist;
- Audiologist
- Speech and Language Pathologists;
- Physical or Occupational Therapists
- Physicians, Psychiatrists
- Teacher with Special Education Qualifications
- Social Workers with recognized B.SW University Degrees / College Diplomas
- Probation Officers
- Family Court Judges

All students must be reassessed by the school's Special Education Department 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 individual strengths and needs.

Students with previously diagnosed severe to profound exceptionalities such as Autism Spectrum Disorder, Developmental Delays, Deaf and Hard-Of-Hearing, Blind and Low Vision and those with Physical Disabilities will be given priority. Students with Behavioural Difficulties may 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 O.S.R., 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. Outside Agencies outside 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 O.S.R. of a student who transfers into their jurisdiction. This request is addressed to the 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 Students 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 discrepancy 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 school's Special Education Resource Teacher or classroom teacher. The receiving school SERT may provide additional assessments on the student if previous data does not reflect the student's current needs.

Special Education Advisory Committee (SEAC)

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:

- Is comprised of trustees and representatives of local associations who volunteer their time to 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 MFIDSAB will ensure that a Special Education Advisory Committee has been established and consists of the required representation. It will be incumbent upon the School Board and the SEAC to abide by all subsections of that Regulation.

Names and Affiliation of Members	P.O. Box # Moose Factory,	Email & Phone #, Fax	Alternate member
Ms. Melba Rickard (Resource Person)	160 Moose Factory	705-658-4535 705-658-4024 fax	
Ms. Liz Tomatuk (Resource person)	160 Moose Factory	705-658-4535 705-658-4024 fax	
Ms. Lise Haman, Supervisory Officer	160 Moose Factory	705-658-4535	
Mrs. Marilyn McLeod, MFIDSAB	837 Moose Factory		Gail Tomatuk
Mrs. Bernice Kapashesit, Mushkegowuk	792 Moose Factory	bernicekapashesit@mushkegowuk.ca 705-825-0847	Florence Morrison
Mr. Robert Gagnon, WAHA	264 Moose Factory		
Ms. Phoebe Sutherland, MCEA	661	705-336-8368 phoebe.sutherland@mcea.ca	*TBC

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 SEAC

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 (2017-18) in keeping with Ministry Standards, by May 15th.
- ◆ The review of the Annual Report on Special Education at M.F.I.D.S.A.B.
- ◆ Advocate recommendations from parents to Board members

It is the responsibility of each S.E.A.C. members 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 maintaining confidentiality.
- Have a working knowledge of the special education programs and services provided by the School Board.
- Act as a resource to parents and community.

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.

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.
- To maintain a copy of S.E.A.C. minutes.

S.E.A.C. Scheduled Meeting

The aim is to have regular monthly meetings during the school year, though some flexibility will be maintained in arranging meetings to ensure that members can attend. Meetings will be held at 6:30pm 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 Department
Ministik School
P.O. Box 160
Moose Factory, ON
POL 1W0