The Moose Factory Island District School Area Board strategic direction is currently in development. Our **Special Education Board Plan** will be revised throughout the 2026-2027 school year to reflect our MFIDSAB strategic direction.

Our 2026-2027 Special Education Board Plan has been developed by our school principal in consultation with Supervisory Officer, our SEAC, our school's special education team of educators, and the Special Education in Ontario Kindergarten to Grade 12 – Policy and Resource Guide
https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12

Introduction

The **Moose Factory Island District School Area Board Special Education Advisory Committee** (MFIDSAB SEAC) endeavours to meet on the first Monday of each month during the school year. These meetings are generally held the day before our regularly scheduled meetings of our Board of Trustees.

In accordance with Regulation 464/97 made under the *Education Act*, MFIDSAB ensures that our SEAC is involved in the annual review of our board's special education plan, by including an agenda item dedicated to the review of a portion of our special education board plan during each SEAC meeting. This culminates in an annual review during our June SEAC meeting.

We currently have no majority or minority reports received from our SEAC.

Our SEAC will continue to review this plan throughout the school year and make recommendations for improvements during our SEAC meetings.

The board's consultation process

- Purpose of the Standard
- Requirements of the Standard
- Compliance with the Standard

The **MFIDSAB General Model for Special Education** is inclusive and aligns with our MFIDSAB Strategic Direction. Students with exceptional needs are included in classroom and school activities and are supported to access the curriculum to the best of their abilities. The school special education team collaborates with our students' teachers, educators, outside agencies, parents and caregivers, and the students themselves to engage in learning opportunities that support student safety, independence, and growth.

The MFIDSAB Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the *Education Act* and regulations made under the act, and other relevant legislation.

The Board's General Model for Special Education

The **Roles and Responsibilities** of the Ministry of Education, the Moose Factory Island District School Area Board, the MFIDSAB SEAC, the Principal of Moose Factory Ministik School, the Teachers, the Special Education Resource Teachers (SERTs), the Early Childhood Educators (ECEs), the Educational Assistants (EAs), the Parents & Caregivers, and the Students are outlined below.

- Roles and Responsibilities
  - The Ministry of Education:
  - The school board:
  - The Special Education Advisory Committee (SEAC):
  - The school principal:
  - The teacher:
  - The special education teacher:
  - The early childhood educator:
  - The Educational Assistant:
    - maintains a healthy physical, emotional, and social learning environment in the classroom;
    - when required by the Ministry of Education or MFIDSAB to meet the needs of identified students, upgrades qualifications, including but not limited to: Behaviour Management Systems Training;
    - provides support to identified students;
    - assists in the program implementation of specific goals and expectations outlined in the IEP for the assigned student(s);
    - assists in the integration of exceptional students into an inclusive classroom setting;
    - collaborates with all members of the education team, as appropriate;
    - provides input at special education team meetings, as appropriate.
  - The parent:
  - The student:

The **MFIDSAB Early Identification and Intervention Strategy** combines routine classroom assessments for, as, and of learning and the triangulation of observation, conversation, and product assessment data with formal screening and intervention tools. Screening and Interventions tools currently used at Moose Factory Ministik School include: Acadience Learning Online, Chapter One, Learning A to Z, Simplify Writing, and Knowledgehook.

Teachers who are concerned about the progress of a student are encouraged to complete our Special Education Services Referral Process, which includes conversations with the student's parent/caregiver. The form is received by the Special Education Resource Teacher Team and is followed up with additional school based assessments. Further academic testing, referrals to local services (ie:Inspire Centre for OT, PT, SLP; Cochrane-Temiskaming Resource Centre, etc), consultations with service providers (ie HANDS), and referrals for Educational Psychological Assessments with the support of Child & Youth Milopehmetisiwin (CYMS) may result with consent of the student's parent/caregiver.

Poor school attendance often negatively impacts student academic achievement. Teachers, parents and caregivers are encouraged to complete our School Wellness Support Request Process, which includes conversations with the student's parent/caregiver. The form is received by our School Wellness Counsellors and is followed up with additional in school identification and intervention strategies. Further referrals to local community support services may result with the consent of the student's parent/caregiver.

"These procedures are a 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" (Policy/Program Memorandum No. 11 Early Identification of Children's Learning Needs).
https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-11

- Early Identification Procedures and Intervention Strategies

The **MFIDSAB Identification, Placement, and Review Committee (IPRC) Process** includes an annual meeting with the student's parent/caregiver, and advocate, if desired, the classroom teacher, at least one of the Special Education Resource Teachers, and the school Principal. The initial IPRC meeting for a student is scheduled for thirty minutes. Annual Review meetings of the IPRC are scheduled for fifteen minutes each. IPRC meetings at Moose Factory Ministik School are usually scheduled in May or June of each school year. Written notice for the meetings is given by email a minimum of two weeks in advance of the scheduled date and time. Parents/caregivers may choose to attend the scheduled time, decline attendance, or request a new date/time that is mutually agreeable between home and school.

During the IPRC meeting, the participants collaborate to complete a Statement of Decision (SOD). In completing the SOD, the team creates a list of the student's strengths and needs (areas for growth), reviews formal assessment data, medical diagnosis, etc, as appropriate, and determines the student's identified exceptionality. The team then agrees to the most appropriate placement for the student (Indirect Services, Resource Assistance, Withdrawal Support, or Special Education Class with partial integration).

- The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The **MFIDSAB Parent & Caregiver's Guide to Special Education** will be updated during the 2026-2027 school year, in consultation with our SEAC.

- Appendix D-1

Moose Factory Ministik School teachers are members of the Ontario College of Teachers (or Letter of Permission) and conduct routine classroom **assessments** as outlined in our MFIDSAB IPRC Process**.** When required, the expertise of professionals regulated in their respective fields is sought in the form of referrals to medical, psychological or academic assessments. All referrals to outside agencies or professionals made by school staff are completed with the verbal and/or written consent of the students' parent/caregiver. The outside agencies and/or independent contractors are bound by their employers and certifying colleges to maintain appropriate qualifications that meet the specified requirements for practice in Ontario.

Assessment results and data are shared with parents/caregivers. With consent, the assessment reports are stored in the students' OSR. Only those members of the student's school education team have access to the reports. Other agencies may have access with consent of the student's parents/caregivers.

Wait times vary depending on the nature of the services or assessments required, and usually range from six months to one year. Wait lists are created during each school year and are revisited at minimum twice annually.

- Educational and Other Assessments

Moose Factory Ministik School partners with Inspire Centre (formerly Cochrane-Temiskaming Children's Treatment Centre) to receive referrals and provide **Occupational Therapy**, **Physical Therapy**, and **Speech and Language Therapy** services. The criteria for access to the services is determined by the outside agency through their referral and initial assessment processes. Determination on the continuation or discharge of services is received from the service provider. Should students' parents/caregivers choose Inspire or other independent services, the school special education team receives and stores the service documentation and, where appropriate, incorporates the service goals in the student's IEP.

- Specialized Health Support Services in School Settings

- Appendix B-1

There are **five categories of exceptionalities** included in the MFIDSAB Identification, Placement, and Review Committee (IPRC) Process: behavioural, intellectual, physical and multiple. Members of the IPRC committee review relevant assessment data, including but not limited to, classroom, professional, and medical assessments and documentation, to determine if a student will be formally identified as exceptional, and which category of exceptionality is most appropriate.

- Categories of Exceptionalities
  - Definitions of exceptionalities

There are three **Special Education Placements** regularly provided by the Moose Factory Island District School Area Board. A fourth additional special education placement may be considered for students requiring intensive special education support that cannot be achieved in the other three placements, due to student and worker health and safety requirements. The MFIDSAB SEAC collaborates with the School Board Supervisory Officer and the Ministik School Principal during the monthly meetings, including decisions on potential special education placement changes and other financial matters.

Members of the MFIDSAB Identification, Placement, and Review Committee (IPRC), make placement decisions based on assessment data, student strengths and needs, and the intensity of special education services required for the student to access the curriculum.

As an inclusive school, the first IPRC placement option is the regular classroom with indirect support: the classroom teacher provides instruction and assessment and is supported as needed by the special education resource teacher(s). Students with this level of special education support are generally more independent and often have IEPs with accommodations only, or accommodations with minimal curriculum modifications or minimal alternative curriculum learning goals.

A second IPRC placement option is the regular classroom with resource assistance: the classroom teacher provides most of the instruction and assessment, and is supported

by, and shares some teaching and co-teaching with, the special education resource teacher(s) in the regular classroom setting. Students with this level of special education support often have IEPs with some curriculum modifications and some alternative curriculum learning goals.

A third IPRC placement option is the regular class with withdrawal assistance: the classroom teacher provides some instruction and assessment and is supported by the special education resource teacher(s). The special education resource teacher(s) also provide instruction and assessment outside of the regular classroom setting, in one to one or small group learning opportunities. Students with the level of special education support often have IEPs with significant curriculum modifications and/or completely alternative curriculum learning goals.

A fourth IPRC placement option is a special education class with partial integration: the special education resource teacher provides most instruction and assessment, with the support of educational assistant(s). The classroom teacher provides some instruction and assessment, depending on the specific strengths and needs of the student. This option is only considered should student and worker safety concerns determine a small group or individual one to one classroom placement.

- Special Education Placements Provided by the Board

Guided and supervised by the Principal, Moose Factory Ministik School Teachers use a collaborative approach and follow the guidelines in Part E of the Special Education in Ontario Kindergarten to Grade 12 – Policy and Resource Guide for the development and implementation of **Individual Education Plans** (IEPs). Parents & Caregivers are encouraged and provided opportunities to review IEP drafts and provide input throughout the school year. Our special education resource teacher team, including the school principal and vice-principal, collaborate with educators and parents to resolve any disputes in the best interest of the student, within school operation requirements.

- Individual Education Plans (IEPs) Ministik IEP sample form
  - Part E

Provincial and Demonstration Schools are operated by the Ministry of Education for students who are Deaf, blind, or deafblind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD). Additional information can be found in Part F of the guide. Currently, there are no students qualified to be resident students in the MFIDSAB attending Provincial and Demonstration Schools.

- Provincial and Demonstration Schools in Ontario
- Provincial Schools and Demonstration Schools section

MFIDSAB Special Education Staff include teachers and educational assistants. Currently, we have three Moose Factory Ministik School Special Education Resource Teachers (SERTs), holding Ontario College of Teachers Certifications, including special education additional qualifications. Our SERTs provide resource support for students in all three Special Education Placements. We also have ten Educational Assistants supporting small group and individual student access to learning opportunities.

- Special Education Staff
- Appendix B-2

The **MFIDSAB special education staff development plan** is focused on supporting school staff to create multiple entry points for students to access learning opportunities. Our special education resource teachers are actively engaged in the development of the school's professional development plan, in collaboration with the school principal and school board supervisory officer and board leads, in consultation with MFIDSAB SEAC, and in accordance with the professional learning directives of the Ministry of Education. Key learning includes: strategies for supporting students with literacy and numeracy skills, universal design, assessment strategies, development and implementation of IEPs, use of technology, hands-on and play-based, inquiry-based learning opportunities, and incorporating local Cree ways of being, doing and knowing.

- Staff Development

MFIDSAB sources **specialized equipment** according to professional recommendations, student needs, and current school resources. School budgets are managed by the school principal with the support of the school board office.

- Equipment

The Moose Factory Island District School Area Board is committed to ensuring that its services meet optimum standards of **accessibility** for people with exceptionalities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way The Moose Factory Island District School Area Board provides services to people with exceptionalities can be made by e-mail, verbally, by letter, or by completing our Accessibility Feedback Form. All feedback will be directed to the Supervisory Officer of the Board. Response to your feedback will be provided in writing. www.mfidsab.ca/accessibility/

- Accessibility of School Buildings

MFIDSAB does not provide **transportation** services. Moose Cree Education Authority (MCEA) provides bus transportation for students living on reserve who attend Moose Factory Ministik School. Parents and caregivers respond to an online Bus Services Request form at the beginning of each school year. MCEA determines the level of needs requiring additional bus monitors based on parents and caregiver requests.

- Transportation

The **Moose Factory Island District School Area Board Special Education Advisory Committee** (MFIDSAB SEAC) endeavours to meet in the school library at 6:30pm on the first Monday of each month during the school year. The MFIDSAB Supervisory Officer annually sends out invitations to local organizations and agencies who may have an interest or specialty in community special education services. Members of the SEAC are selected by the local organizations and agencies themselves.

The MFIDSAB SEAC reviews the MFIDSAB Special Education Board Plan and the general model of special education at least once per school year. The school Principal and Special Education Resource Teachers are invited to attend the regular meetings of the SEAC to share information on the school's special education programming and to seek guidance on strategies, professional learning goals, and special education focussed financial expenditures.

As our Special Education Board Plan is currently in re-development, the SEAC will meet regularly to review, provide input, finalize and submit the Board Plan to the MFIDSAB Board of Trustees for final approval.

Contact Information for Members of the SEAC can be requested from their affiliate organizations/agencies or by contacting info@mfidsab.ca

SEAC Role	Name	Affiliation
Chair	Betty Gunner	MoCreebec
Vice-Chair	Donna Gagnon	CYMS Payukotayno
Supervisory Officer	Gord Daniels	MFIDSAB
Trustee	Katherine Turner	MFIDSAB
Member	Heather Moore	MCEA
Member	Melissa Hurtubise	DDECS
Member	Helena Trapper	Mushkegowuk
Member	Paula Crotteau	Inspire Centre

The board's Special Education Advisory Committee

New Student Registrations are reviewed by the school principal and at least one of the school's special education resource teachers. The SERT arranges **transition** to school visit(s) with the student and their parents or caregivers. The school principal receives copies of relevant documentation from the previous school or program. The school team reviews the documentation and observations from the transition to school visit(s), and, in consultation with the student's parents and caregivers, determines the best placement and level of special education services for the student. The school team regularly reviews current placements and makes adjustments where necessary.

For students transitioning out of Moose Factory Ministik School, usually at the end of grade 6 for students exiting the Education Services Agreement with Moose Cree Education Authority, or the end of grade 8 for those students attending high school in Moosonee, the school principal consults with the student's parent or caregiver and invites a representative from the new school or program to attend the annual Spring IPRC meeting.

Coordination of services with other ministries or agencies

The Moose Factory Island District School Area Board strategic direction is currently in development. Our **Special Education Board Plan** will be revised throughout the 2026-2027 school year to reflect our MFIDSAB strategic direction. The most recent draft is available for viewing on our website www.mfidsab.ca

Submission and availability of school board plans

Appendix B-3: Ministry of Education regional offices

Sudbury/North Bay Regional Office, Ministry of Education
199 Larch Street, Suite 1103, Sudbury, ON P3E 5P9
Tel: 705–474–7210; 1–800–461–9570